

MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
MONDAY, JULY 11, 2016
Lincoln Center

Policy Committee Mtg.
Board of Education Meeting

5:30 P.M. Directors' Rm
7:00 P.M. – Hearing Rm

A. OPENING

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Board of Education Minutes 6-27-16 A – 3
- 4) Recognition of Ms. Mary-Jane Pazda for her service to the Manchester Board of Education
Recognition of Mrs. Patricia F. Brooks, for her service to the Manchester Board of Education

B. COMMITTEE REPORTS –

- 1) Curriculum & Instruction Committee Meeting Minutes 6-27-16 B – 1

C. CONSENT CALENDAR

- 1) Personnel Information C – 1
- 2) Extended Field Trip Request – Illing Middle School – 8th Grade Washington DC Trip - 200-250 students – March 30, 2017 – April 1, 2017 C – 2

D. REPORT FROM STUDENT REPRESENTATIVE - None

E. PUBLIC COMMENTS (any item before the board)

F. SUPERINTENDENT'S REPORT

- 1) Update on Board of Education Data Dashboard, Spring Results – Mr. Matthew F – 1
Geary, Superintendent of Schools
- 2) Update on Climate & Culture – Mr. Matthew Geary, Superintendent of Schools F – 2

G. UNFINISHED BUSINESS – None

H. NEW BUSINESS – None

I. PUBLIC COMMENTS (comments limited to items on tonight's agenda)

J. COMMUNICATIONS - None

K. ITEMS FOR FUTURE AGENDAS

L. ADJOURNMENT

Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during the Public Comment session(s):

- 1) Print your name and address on the sign-in sheet at the podium for accurate record keeping.*
- 2) State your name and address for the record. Students state name only.*
- 3) First Session: Three minute time limit for any item that may come before the Board. Listen for the bell.*
- 4) Second Session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.*
- 5) Written statements may be substituted for Board members if time runs out for speaker.*
- 6) Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).*
- 7) Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.*

June 27, 2016

In attendance: Jason Scappaticci, Mary-Jane Pazda, Susan Jacobsen, Amy Radikas, Diane Sheehan-Burns, Santosha Oliver, Beth Hayes, Seanna Francouer, Paige LePaige, and Steve Moore.

Two items were discussed:

1. Textbook adoption for Mathematics: Dr. Oliver, Beth Hayes, Paige LePaige and Steven Moore shared the results of the pilot conducted for Grade 7 Mathematics, Pre-Algebra and Grade 8 Mathematics. An on-line component supports home access. Recommendation for adoption was approved by the C&I subcommittee.
2. Textbook adoption for Social Studies: Diane Sheehan-Burns and Seanna Franceour shared the results of the pilot conducted for Grade 6 Social Studies. The textbook (Western World) incorporates the recent C3 Framework for Social Studies and incorporates the use of the History Channel to support the integration of Chromebooks. Recommendation for adoption was approved by the C&I subcommittee.

Meeting adjourned at 5:55 p.m.

Respectfully submitted,

Dr. Amy F. Radikas

PERSONNEL ACTION

APPOINTMENTS

Confirming the appointment of Angella Manhertz from School Psychologist at Illing Middle School to Special Education Supervisor effective July 1, 2016, (Supervisor (220 days) Step 1, \$105,026.

Allison Rollins to be a Grade 3 teacher at Buckley Elementary School. Ms. Rollins received a Bachelor of Science in Early Childhood Education degree at Eastern Connecticut State University. Ms. Rollins resides in Avon. It is recommended that her appointment be approved effective August 29, 2016 (BA/Step 1, \$46,228).

RESIGNATIONS

Sarah Torrence, World Language – Latin teacher at Manchester High School has submitted a letter of resignation for personal reasons effective June 30, 2016. Ms. Torrence has been with Manchester Public Schools since August 24, 2015. It is recommended that her request be approved.

MANCHESTER PUBLIC SCHOOLS
45 North School Street
Manchester, CT 06040

RECEIVED JUL - 5 2016

EXTENDED FIELD TRIP REQUEST FORM

In accordance with Board of Education Policy titled "Instruction-6153" all extended field trips must be approved by the Superintendent of Schools. The following information must be forwarded to the Superintendent 30 days (four months for international trips) prior to the Board meeting which antedates the trips.

Name of School: Illing Middle School **Date of Request:** June 30, 2016

Name of Club or Activity: 2017 Grade Washington DC Trip

Trip to: Washington DC **Purpose:** 8th Grade Curriculum Enrichment

Number of students participating: 200 - 250 **From:** 3/30/17 **To:** 4/1/17

Number of school days missed: 2

Number and names of teachers and chaperones: Give ages of chaperones under 25 and list relationship to system or staff.

a. 1 adult chaperone for every 8 students.

Transportation: ☐ Bus -- Dattco Motorcoaches

Are fund-raising activities planned? ☐ Yes If so, describe: Various fundraisers throughout the year including Spaghetti Dinner, Silent Auctions, Car Washes, Nondenominational Holiday Breakfasts, Dance(s) and other events to help raise funds so that as many students who would like to participate are able.

How will funds be allocated to students participating?* Funds will be allocated based upon financial need. Students will be able to request financial aid through a confidential process.

Lodging: ☐ Hotel/Motel: 4-H Youth Conference Center, 7.2 miles from the US Capitol.

If known, give specifics of room assignments: Students will be housed 4 to a room accomodated by two sets of bunk beds with 24 hour onsite security

Cost per teacher and/or chaperone: \$0 (Chaperones may need to provide some of their own expenses if the field trip fund is not adequate.)

Total cost per student: \$ \$520 per student depending on the number of students who go. Optional trip insurance is an additional \$31.50 per student. (Money from fund-raising activities is deposited into an account for the designated field trip in order to offset student costs. However, students may still be responsible for a portion of the cost.*)

Cost per student after fund-raising: \$ Unknown at this time

If travel agencies are engaged, at *least three quotations need to be approved with documentation attached to this form.* For quotes in excess of \$7,499, sealed public bids must be sought. Please allow enough time for public bid process (1 month). (Bid Process 2015-2016)

- a. Destinations Unlimited (chosen vendor)
- b. Perkins Travel Corportion
- c. WorldStrides

Extensive efforts were made to make this trip as affordable as possible to students.

Name of teacher making request:

Signature: Michael E. Pohl Typed: Michael E. Pohl

(PLEASE PRINT TO OBTAIN REQUIRED SIGNATURES BELOW)

Approved by Principal:

Signature: Bern Hayer Date: 7/1/16

Approved by Superintendent or designee:

Signature: [Signature] Date: 7/6/16

Attachments: Itinerary

*Every effort should be made to allow all eligible students to participate regardless of financial situation.



P.O. Box 281
Plymouth, CT 06782
(860) 621- 9178
1-800-246-1546

Illing Middle School
Washington, DC
March 2-4, 2017

TENTATIVE ITINERARY (as of 6/16/16)

DATE:	TIME:	
Thursday March		
	6:45 am	Motorcoaches arrive for boarding
	7:00 am	Depart Illing Middle School Rest stop en route
	3:00 pm	Visit the 911 Pentagon Memorial
	Hotel check-in	The Sheraton Pentagon 900 S Orme St, Arlington, VA 22204
	6:00 pm	Each passenger will be given a voucher for use at the Pentagon City Mall food court for dinner.
	7:15 pm	Guided Illumination Tour to include the Lincoln Memorial, The Korean Memorial and the WWII Memorial. (All sites are under the jurisdiction of the National Park Service, the Capitol Police, and other government entities. Our visitation is based on their requirements and restrictions.)
Friday March		
	7:00 am	Buffet breakfast at the hotel
	8:30 am	Guided City Tour to include Arlington National Cemetery; the Jefferson Memorial, FDR Memorial, The Martin Luther King Jr. Memorial, and the Vietnam Memorial. (All sites are under the jurisdiction of the National Park Service, the Capitol Police, and other government entities. Our visitation is based on their requirements and restrictions.)
	TBA	Tour of the US Capitol (Based on availability)
	TBA	Wreath Laying Ceremony at the Tomb of the Unknown Soldier, Arlington National Cemetery
		A lunch stop will be made at Reagan Building Food Court. (Each passenger will be given a lunch voucher)

ILLING MIDDLE SCHOOL
WASHINGTON, DC
March 2017
PAGE #2

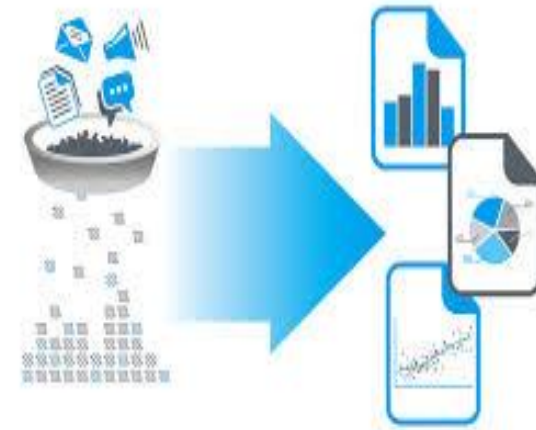
DATE:	TIME:	
	7:00 pm	Board a Spirit Cruises Dinner Cruise Ship (based on availability)
	7:30 pm	Sail the Potomac while enjoying a student buffet dinner dance cruise.
	10:00 pm	Conclusion of event
Saturday March		
	7:30 am	Buffet breakfast at the hotel
	8:30 am	Depart
	9:00 am	Visit the Marine Memorial (Iwo Jima) and the Air Force Memorial
	10:00 am	You will visit the Smithsonian Museums in smaller chaperone groups. The museums may include National Museum of American History, National Museum of Natural History and/or the National Air and Space Museum.
		Each passenger will be given a lunch voucher for use at the Museum of Natural History or the Museum of American History cafeteria.
	2:00 pm	Depart
		Fast food stop in route (Each passenger will be given \$10 to purchase dinner)
	10:00 pm	Approximate return to school

All times are approximate and are subject to weather, traffic conditions, and unforeseen circumstances. All touring inclusions are based upon our ability to safely accomplish the itinerary.

All sites are under the jurisdiction of the National Park Service, the Capitol Police, and other government entities. Our visitation is based on their requirements and restrictions. Any visit may be cancelled or modified by these entities.

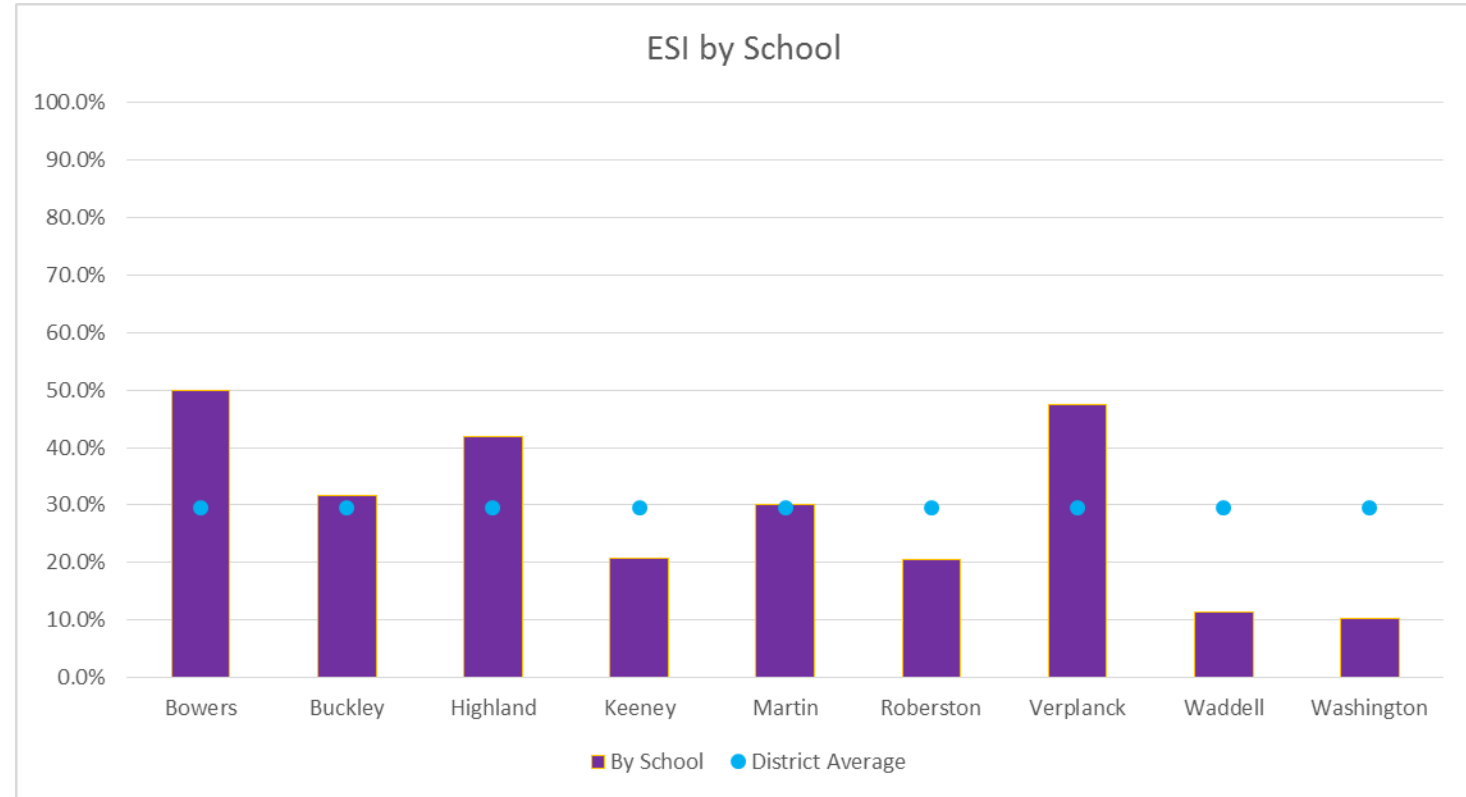
Manchester Board of Education

Spring Data Review



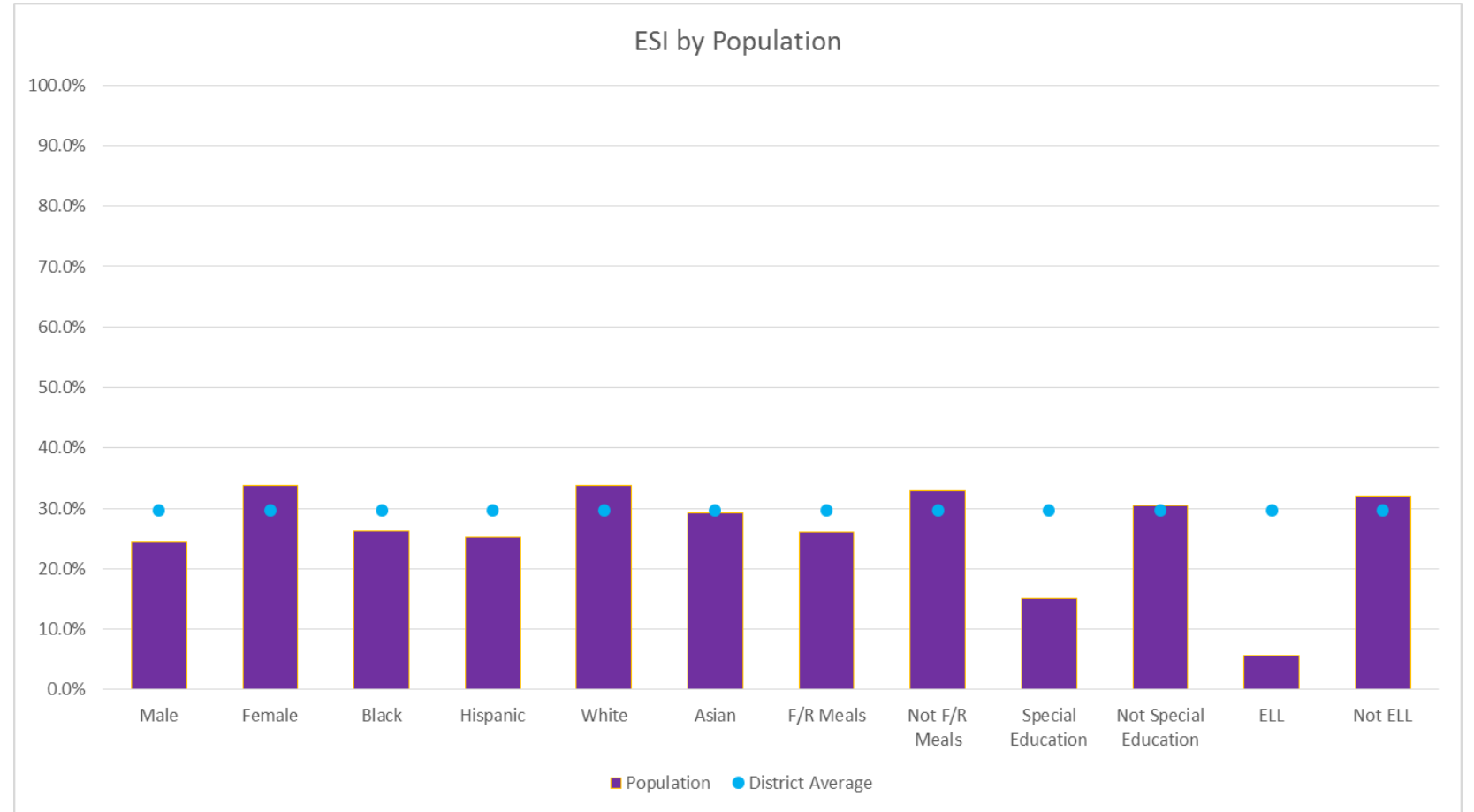
ESI - % of Students Meeting Standard-Spring-Fall 2015

ESI	# Students Meeting	Total Students Tested
Bowers	24	48
Buckley	12	38
Highland	13	31
Keeney	11	53
Martin	3	10
Roberston	8	39
Verplanck	29	61
Waddell	6	53
Washington	4	39
District	110	372



ESI - % of Students Meeting Standard-Spring-Fall 2015

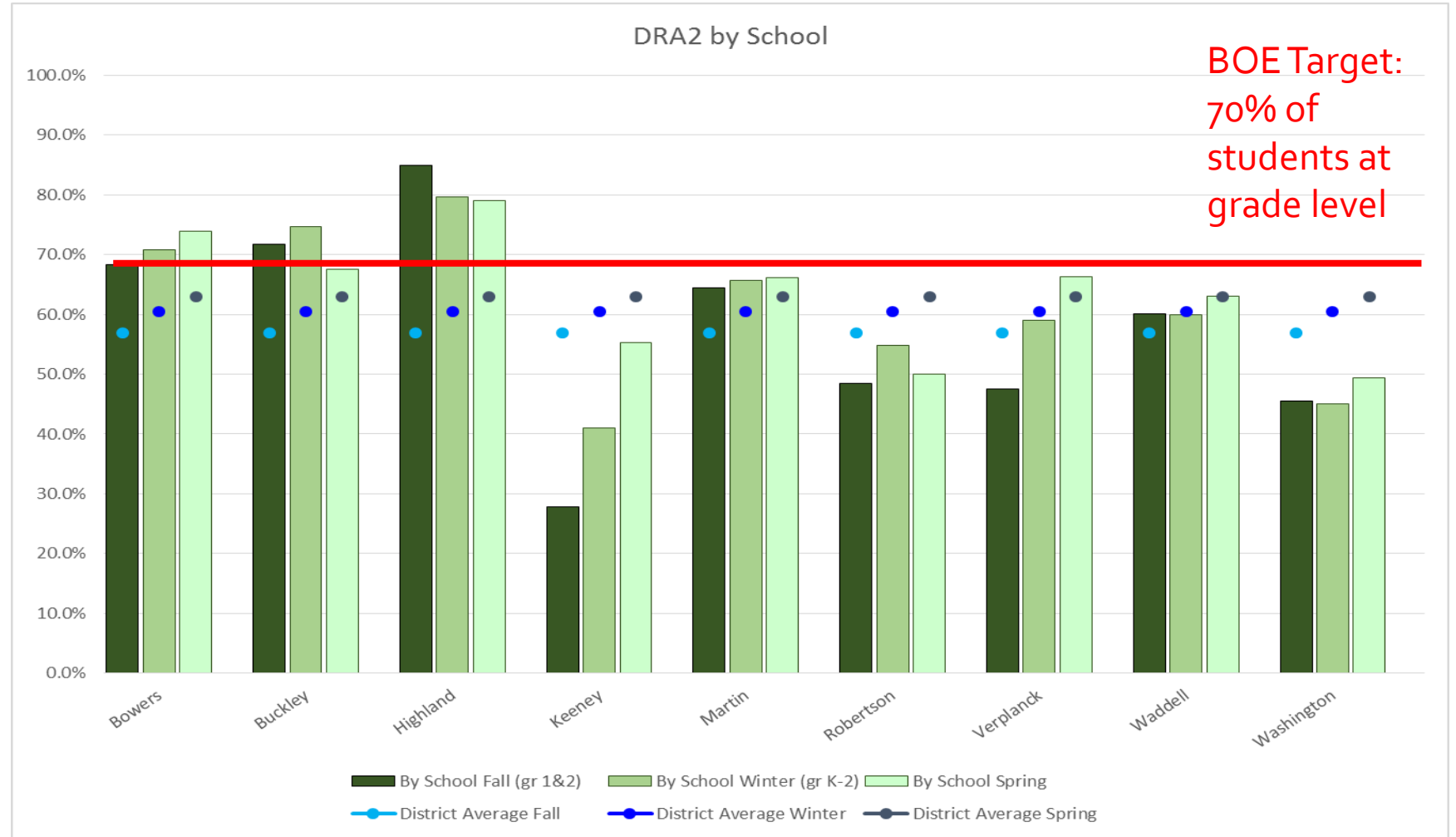
	# Students Meeting	Total Students Tested
Male	42	171
Female	68	201
Black	20	76
Hispanic	25	99
White	50	148
Asian	12	41
F/R Meals	46	177
Not F/R Meals	64	195
Special Education	3	20
Not Special Education	107	352
ELL	2	35
Not ELL	108	337
District	110	372



DRA2- % of Students Meets/Exceeds Standards

(Fall includes Grades 1&2 only, Winter & Spring Grades K-2)

	DRA2	# Meets/ Exceeds	Total Tested
Bowers	Fall	95	139
	Winter	136	192
	Spring	147	199
Buckley	Fall	71	99
	Winter	109	146
	Spring	100	148
Highland	Fall	73	86
	Winter	102	128
	Spring	102	129
Keeney	Fall	27	97
	Winter	62	151
	Spring	83	150
Martin	Fall	58	90
	Winter	88	134
	Spring	88	133
Robertson	Fall	66	136
	Winter	109	199
	Spring	99	198
Verplanck	Fall	68	143
	Winter	121	205
	Spring	138	208
Waddell	Fall	77	128
	Winter	105	175
	Spring	111	176
Washington	Fall	50	110
	Winter	78	173
	Spring	88	178
District	Fall	585	1028
	Winter	910	1503
	Spring	956	1519



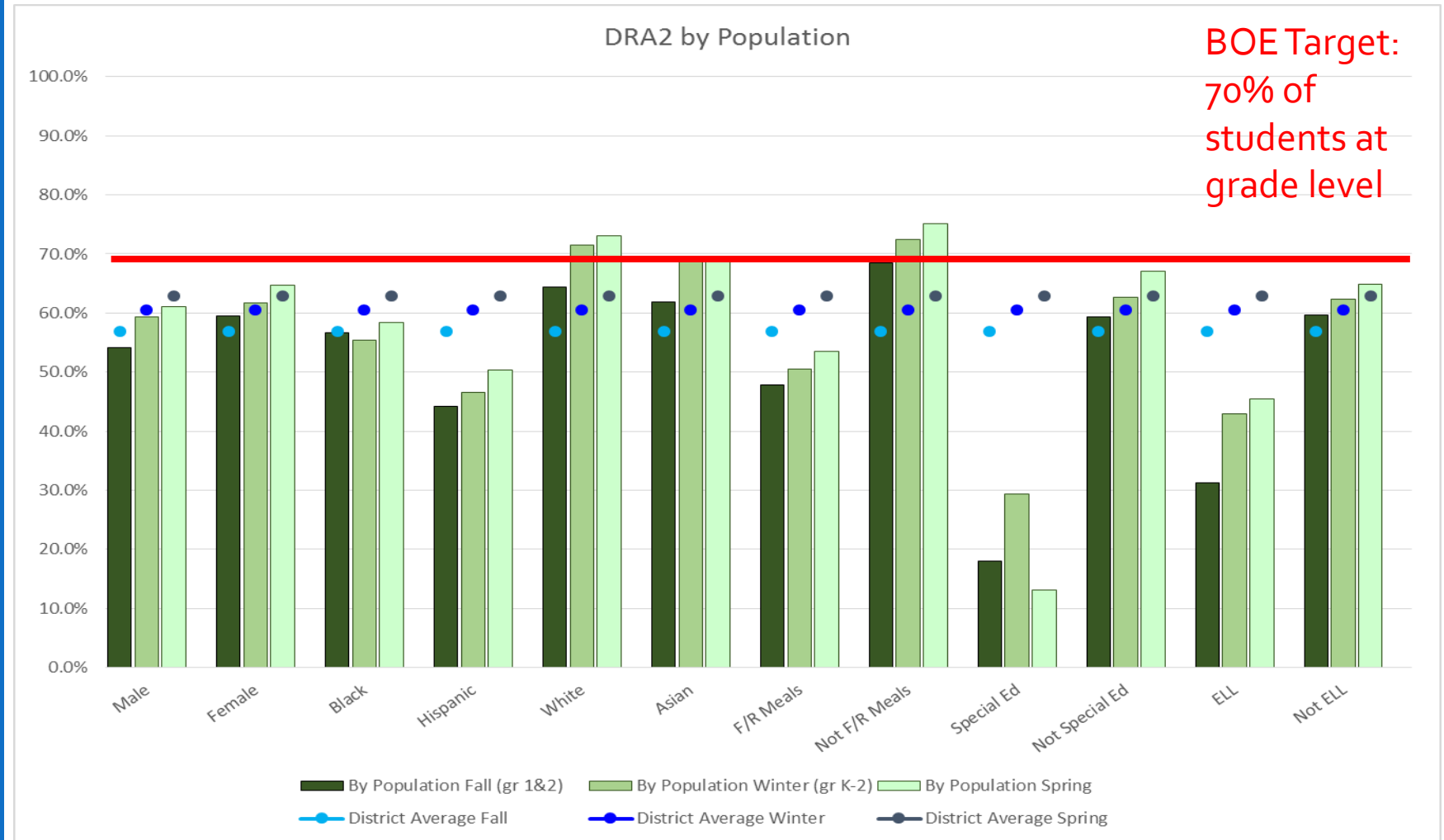
Note: Target for schools / groups already over 70% is an increase of 5% of students at grade level.



DRA2- % of Students Meets/Exceeds Standards

(Fall includes Grades 1&2 only, Winter & Spring Grades K-2)

	DRA2	# Meets/ Exceeds	Total Tested
Male	Fall	277	511
	Winter	433	730
	Spring	448	734
Female	Fall	308	517
	Winter	477	773
	Spring	508	785
Black	Fall	129	228
	Winter	181	327
	Spring	194	332
Hispanic	Fall	123	278
	Winter	190	408
	Spring	208	413
White	Fall	251	390
	Winter	414	579
	Spring	422	578
Asian	Fall	65	105
	Winter	103	149
	Spring	107	155
F/R Meals	Fall	275	575
	Winter	413	817
	Spring	459	858
Not F/R Meals	Fall	310	453
	Winter	497	686
	Spring	497	661
Special Ed	Fall	11	61
	Winter	27	92
	Spring	15	115
Not Special Ed	Fall	574	967
	Winter	883	1411
	Spring	941	1404
ELL	Fall	31	99
	Winter	61	142
	Spring	70	154
Not ELL	Fall	554	929
	Winter	849	1361
	Spring	886	1365
District	Fall	585	1028
	Winter	910	1503
	Spring	956	1519

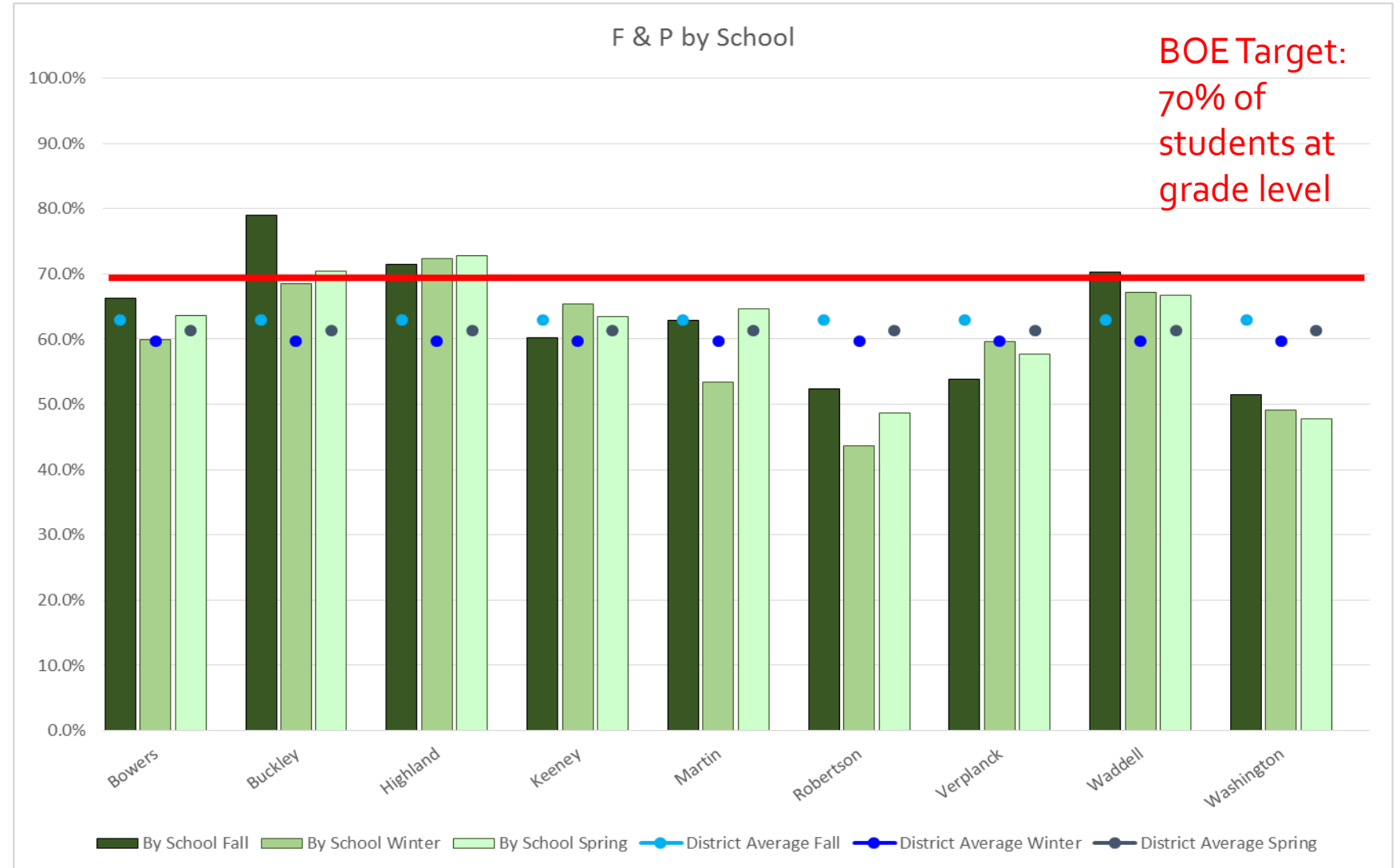


Note: Target for schools / groups already over 70% is an increase of 5% of students at grade level.



F & P- % of Students Meets/Exceeds Standards

	F&P	# Meets/ Exceeds	Total Tested
Bowers	Fall	128	193
	Winter	118	197
	Spring	128	201
Buckley	Fall	109	138
	Winter	96	140
	Spring	100	142
Highland	Fall	95	133
	Winter	97	134
	Spring	99	136
Keeney	Fall	94	156
	Winter	98	150
	Spring	97	153
Martin	Fall	78	124
	Winter	70	131
	Spring	84	130
Robertson	Fall	77	147
	Winter	62	142
	Spring	70	144
Verplanck	Fall	97	180
	Winter	99	166
	Spring	109	189
Waddell	Fall	123	175
	Winter	10	155
	Spring	106	159
Washington	Fall	90	175
	Winter	89	181
	Spring	88	184
District	Fall	891	1421
	Winter	833	1396
	Spring	881	1438

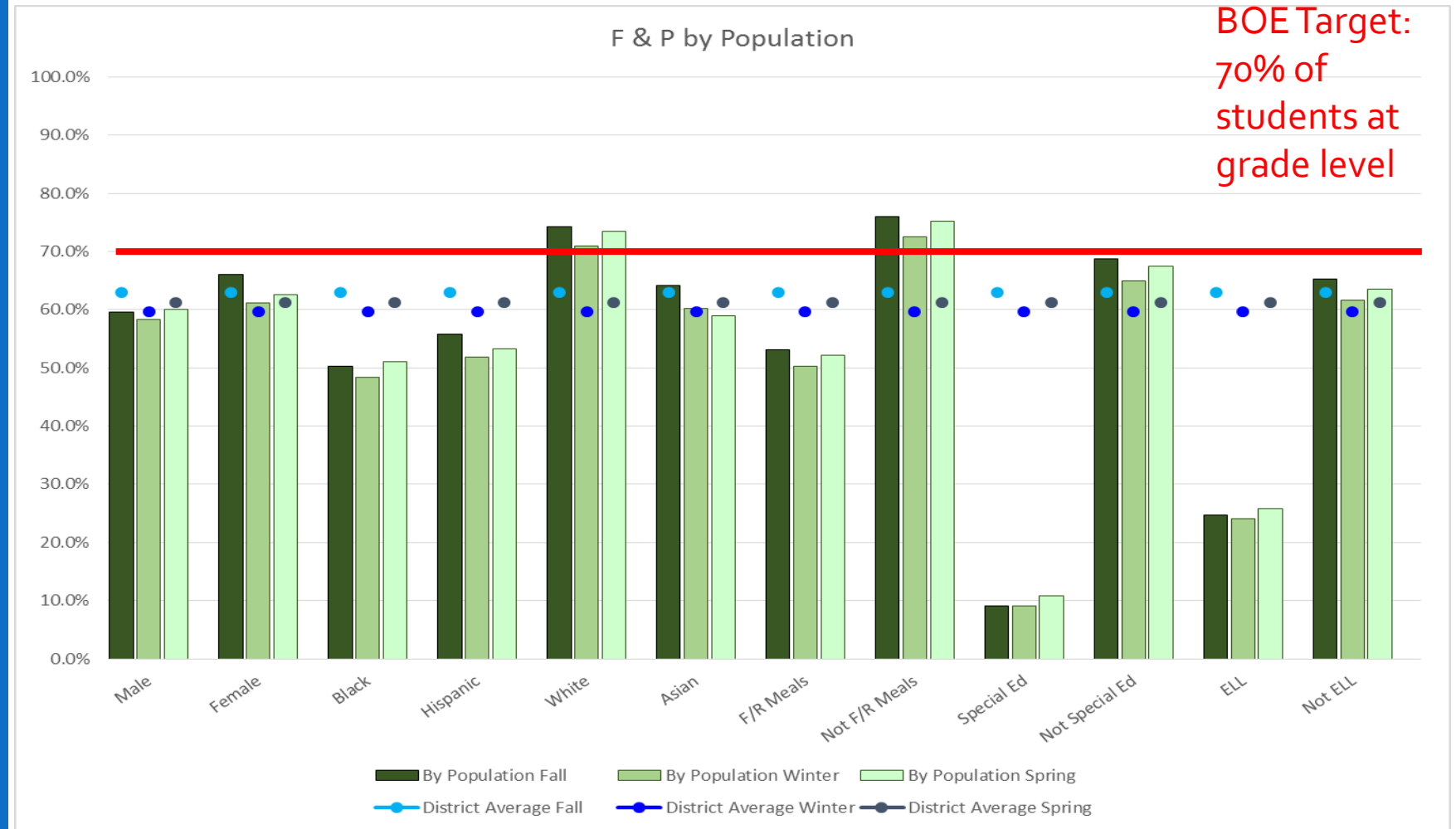


Note: Target for schools / groups already over 70% is an increase of 5% of students at grade level.



F & P- % of Students Meets/Exceeds Standards

	F&P	# Meets/ Exceeds	Total Tested
Male	Fall	442	741
	Winter	420	721
	Spring	449	748
Female	Fall	449	680
	Winter	413	675
	Spring	432	690
Black	Fall	156	310
	Winter	150	310
	Spring	160	313
Hispanic	Fall	218	391
	Winter	200	386
	Spring	216	406
White	Fall	393	529
	Winter	368	519
	Spring	387	527
Asian	Fall	75	117
	Winter	65	108
	Spring	69	117
F/R Meals	Fall	440	828
	Winter	405	806
	Spring	454	870
Not F/R Meals	Fall	451	593
	Winter	428	590
	Spring	427	568
Special Ed	Fall	13	144
	Winter	12	132
	Spring	17	157
Not Special Ed	Fall	878	1277
	Winter	821	1264
	Spring	864	1281
ELL	Fall	22	89
	Winter	18	75
	Spring	22	85
Not ELL	Fall	869	1332
	Winter	815	1321
	Spring	859	1353
District	Fall	891	1421
	Winter	833	1396
	Spring	881	1438



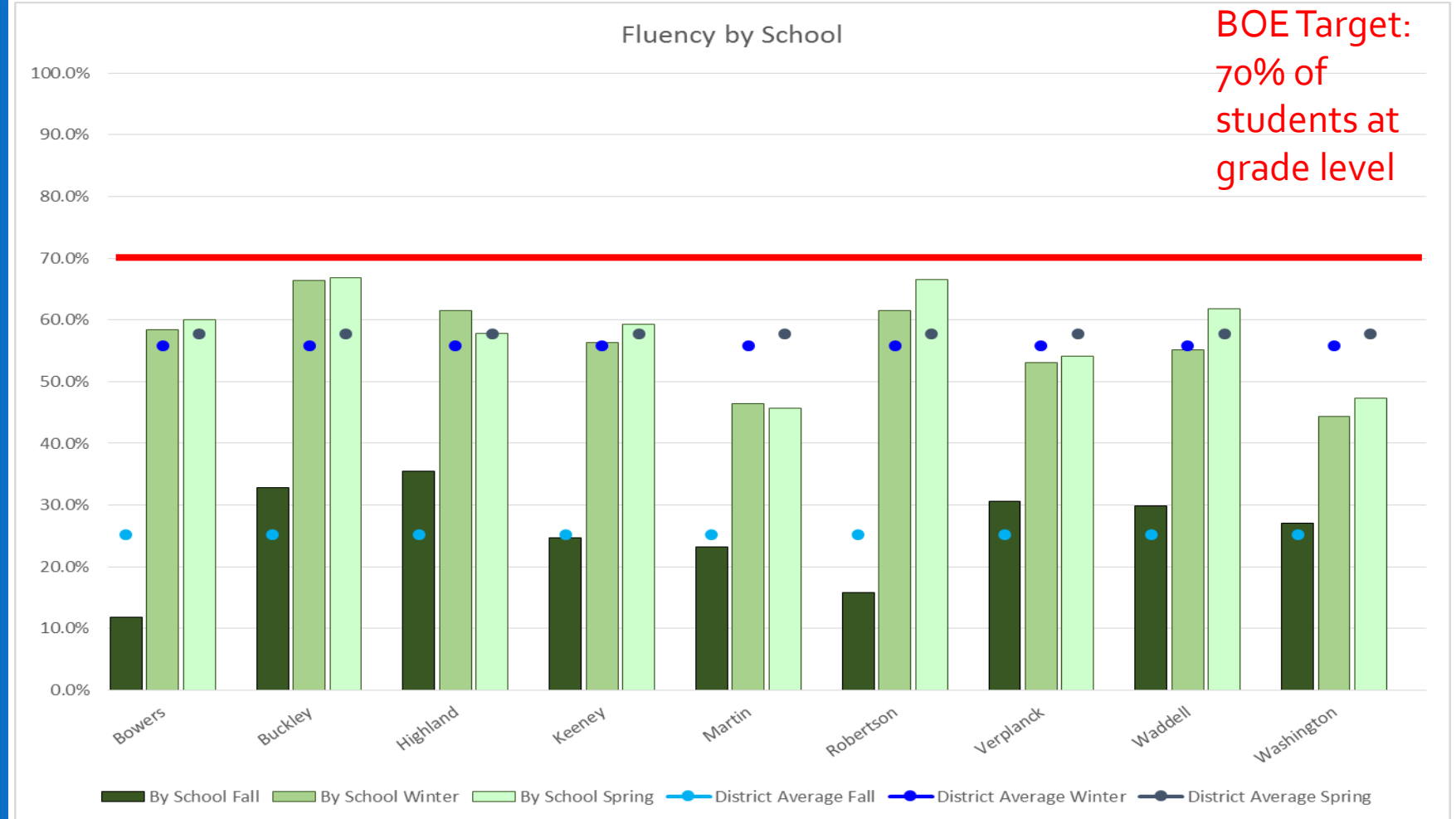
Note: Target for schools / groups already over 70% is an increase of 5% of students at grade level.



Fluency- % of Students at Mastery

(Fall includes Grades 1-5 only, Winter & Spring Grades K-5)

	Fluency	# Students Mastery	Total Students Tested
Bowers	Fall	39	328
	Winter	227	389
	Spring	237	395
Buckley	Fall	78	238
	Winter	190	286
	Spring	194	290
Highland	Fall	77	217
	Winter	157	255
	Spring	152	263
Keeney	Fall	64	247
	Winter	165	293
	Spring	179	302
Martin	Fall	50	215
	Winter	123	265
	Spring	121	265
Robertson	Fall	45	285
	Winter	211	343
	Spring	229	344
Verplanck	Fall	98	321
	Winter	205	386
	Spring	214	395
Waddell	Fall	90	302
	Winter	182	330
	Spring	204	330
Washington	Fall	77	285
	Winter	155	349
	Spring	172	363
District	Fall	615	2438
	Winter	1616	2897
	Spring	1702	2947



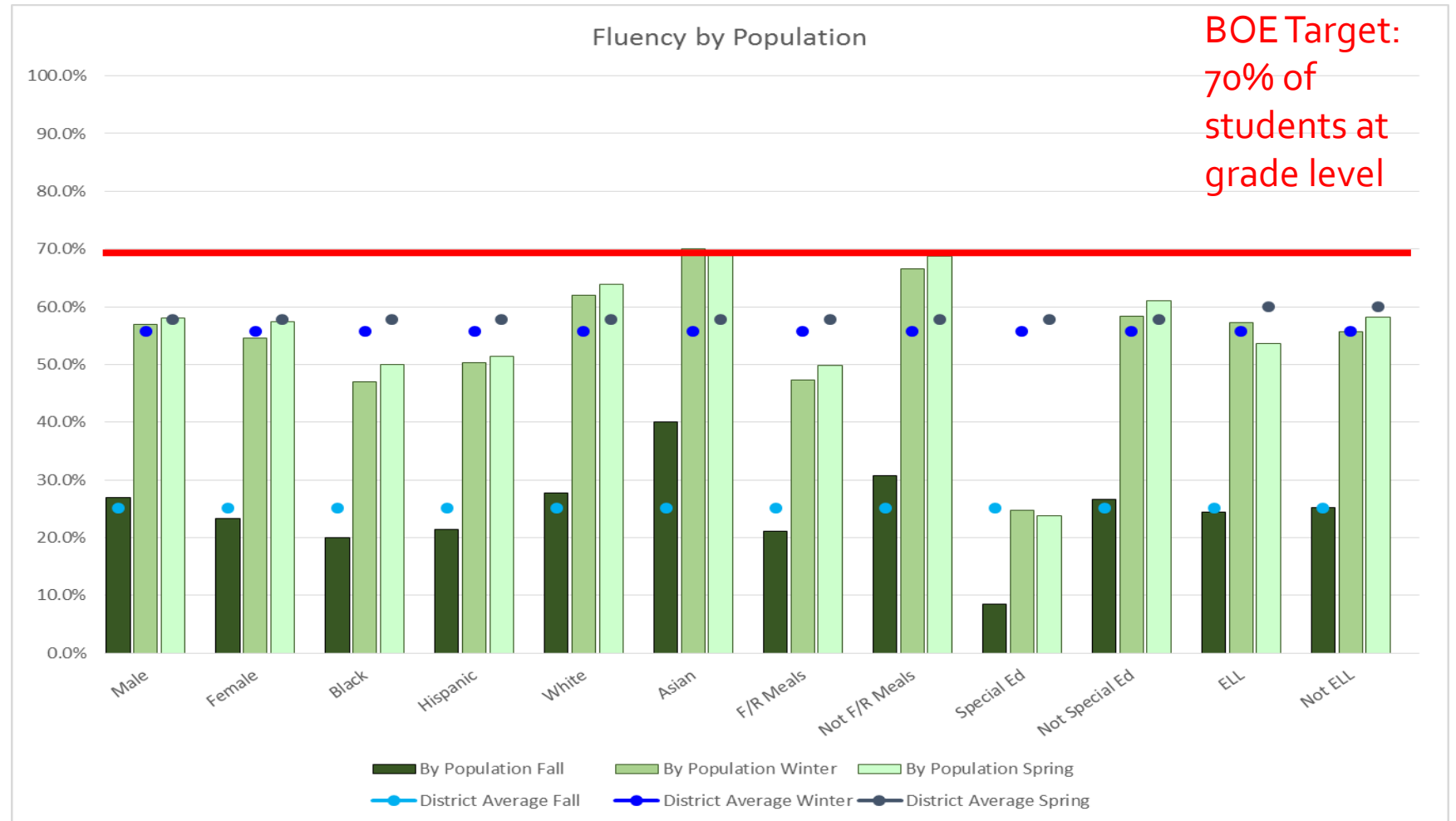
Note: Target for schools / groups already over 70% is an increase of 5% of students at grade level.



Fluency- % of Students at Mastery

(Fall includes Grades 1-5 only, Winter & Spring Grades K-5)

		# Students	Total Students
	Fluency	Mastery	Tested
Male	Fall	336	1245
	Winter	833	1463
	Spring	859	1480
Female	Fall	278	1193
	Winter	783	1434
	Spring	843	1467
Black	Fall	107	535
	Winter	297	633
	Spring	320	640
Hispanic	Fall	146	668
	Winter	401	797
	Spring	420	817
White	Fall	254	914
	Winter	677	1091
	Spring	703	1100
Asian	Fall	88	220
	Winter	185	264
	Spring	190	274
F/R Meals	Fall	295	1396
	Winter	762	1613
	Spring	857	1717
Not F/R Meals	Fall	320	1042
	Winter	854	1284
	Spring	845	1230
Special Ed	Fall	17	199
	Winter	56	226
	Spring	62	261
Not Special Ed	Fall	598	2239
	Winter	1560	2671
	Spring	1640	2686
ELL	Fall	46	188
	Winter	127	222
	Spring	127	237
Not ELL	Fall	569	2250
	Winter	1489	2675
	Spring	1575	2710
District	Fall	615	2438
	Winter	1616	2897
	Spring	1702	2947

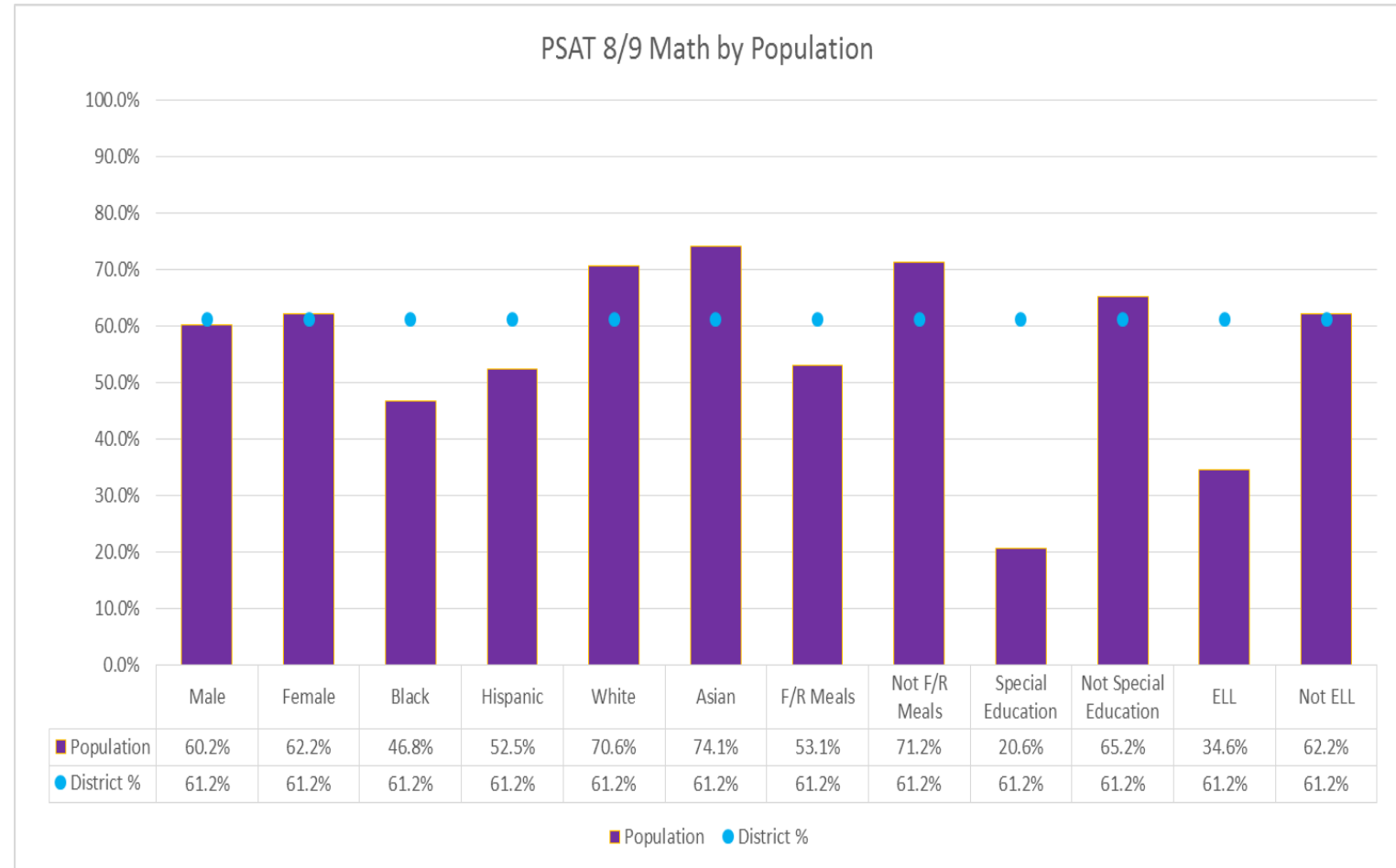


Note: Target for schools / groups already over 70% is an increase of 5% of students at grade level.



PSAT – % Students At or Above State Average – 2015/2016

	# students At/Above State Average	Total Students Tested
Male	212	352
Female	212	341
Black	74	158
Hispanic	96	186
White	175	248
Asian	43	58
F/R Meals	204	384
Not F/R Meals	220	309
Special Ed	13	63
Not Special Ed	411	630
ELL	9	26
Not ELL	415	667
District	424	693



BOE Targets:

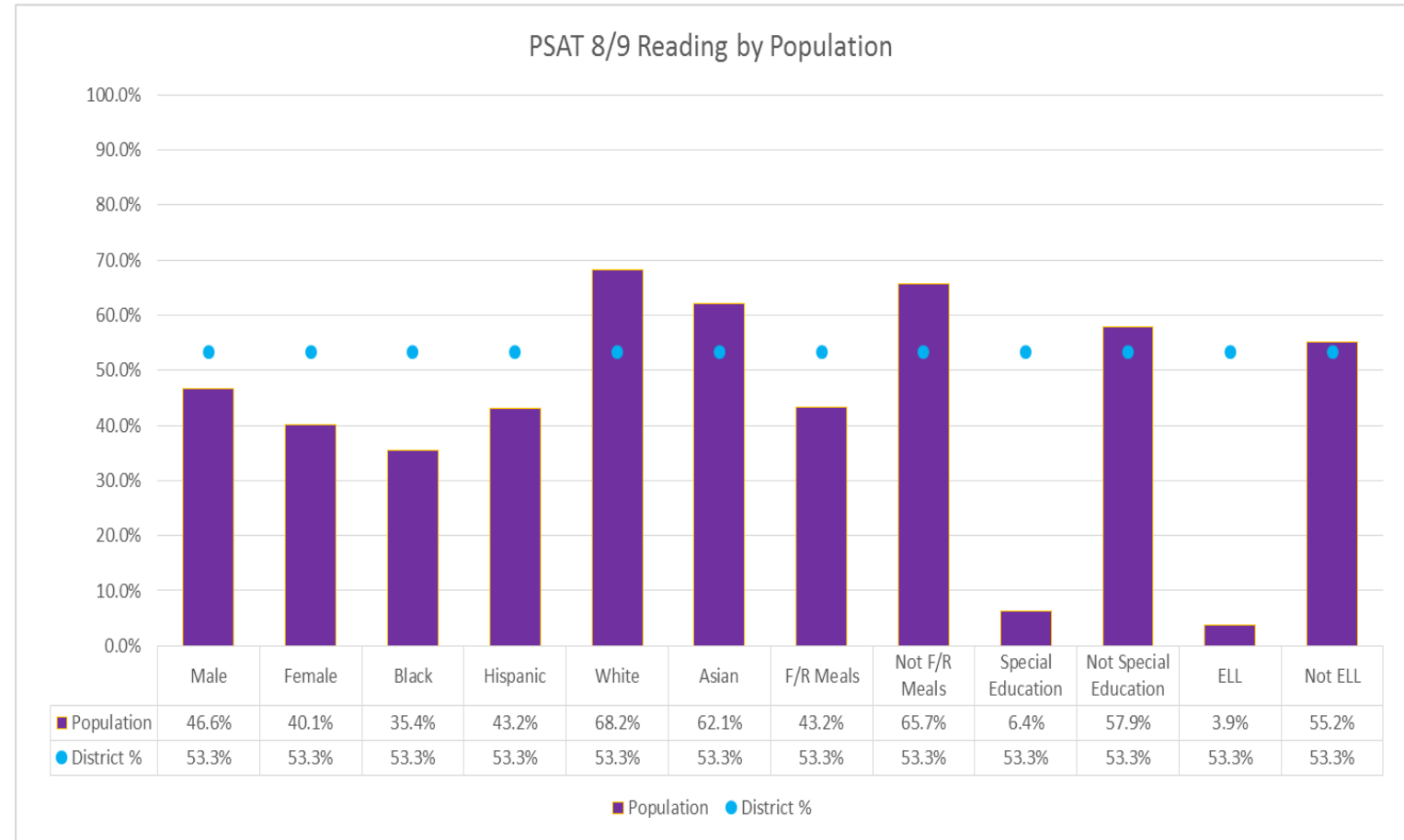
Increase percentage of students at or above the state average by 10%.

Reduction of Achievement Gap by 5% in every band



PSAT – % Students At or Above State Average – 2015/2016

	# students At/Above State Average	Total Students Tested
Male	164	352
Female	205	341
Black	56	158
Hispanic	79	186
White	169	248
Asian	36	58
F/R Meals	166	384
Not F/R Meals	203	309
Special Ed	4	63
Not Special Ed	365	630
ELL	1	26
Not ELL	368	667
District	369	693



BOE Targets:

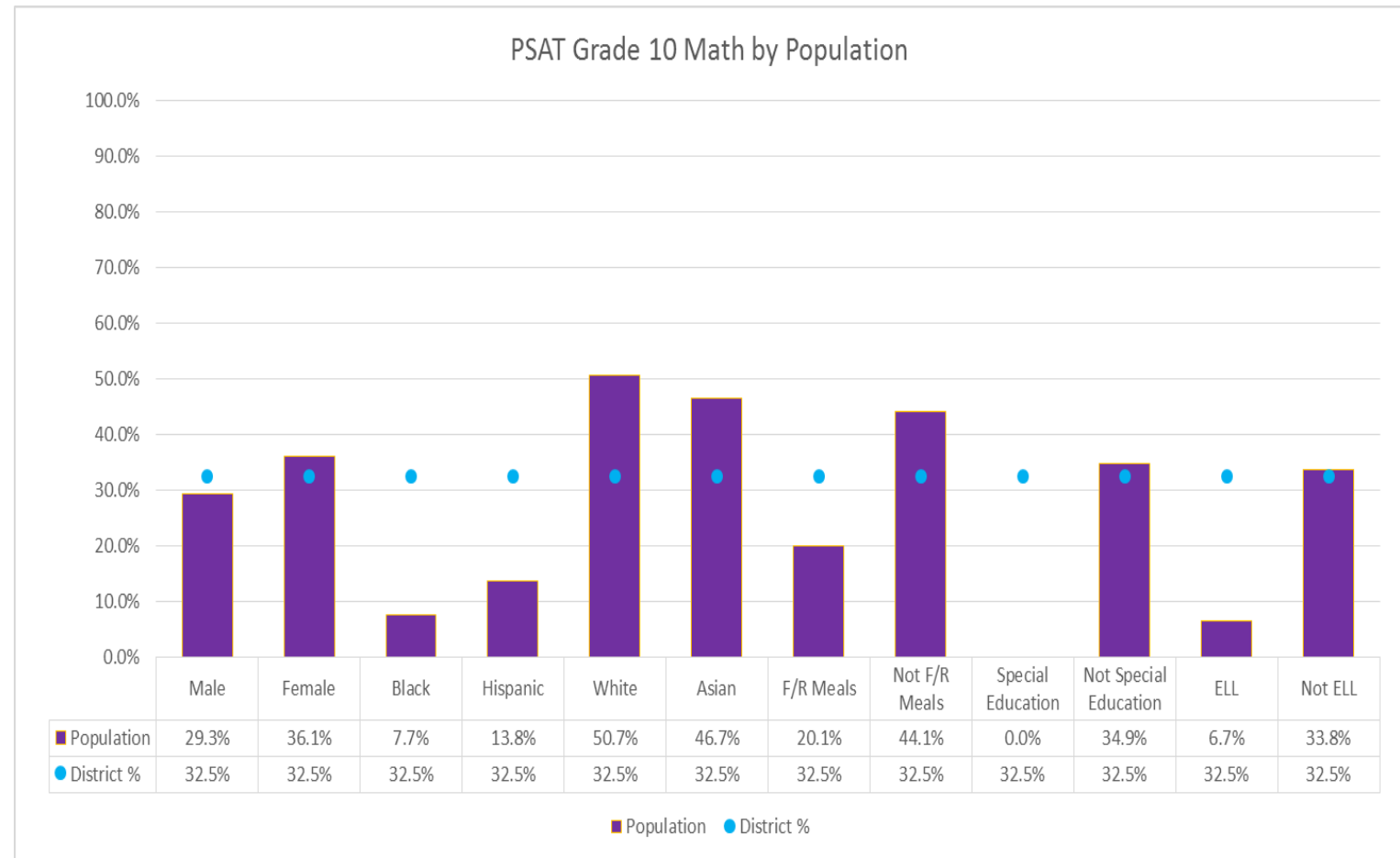
Increase percentage of students at or above the state average by 10%.

Reduction of Achievement Gap by 5% in every band



PSAT – % Students At or Above State Average – 2015/2016

	# students At/Above State Average	Total Students Tested
Male	51	174
Female	56	155
Black	5	65
Hispanic	11	80
White	72	142
Asian	14	30
F/R Meals	32	159
Not F/R Meals	75	170
Special Ed	0	22
Not Special Ed	107	307
ELL	1	15
Not ELL	106	314
District	107	329



BOE Targets:

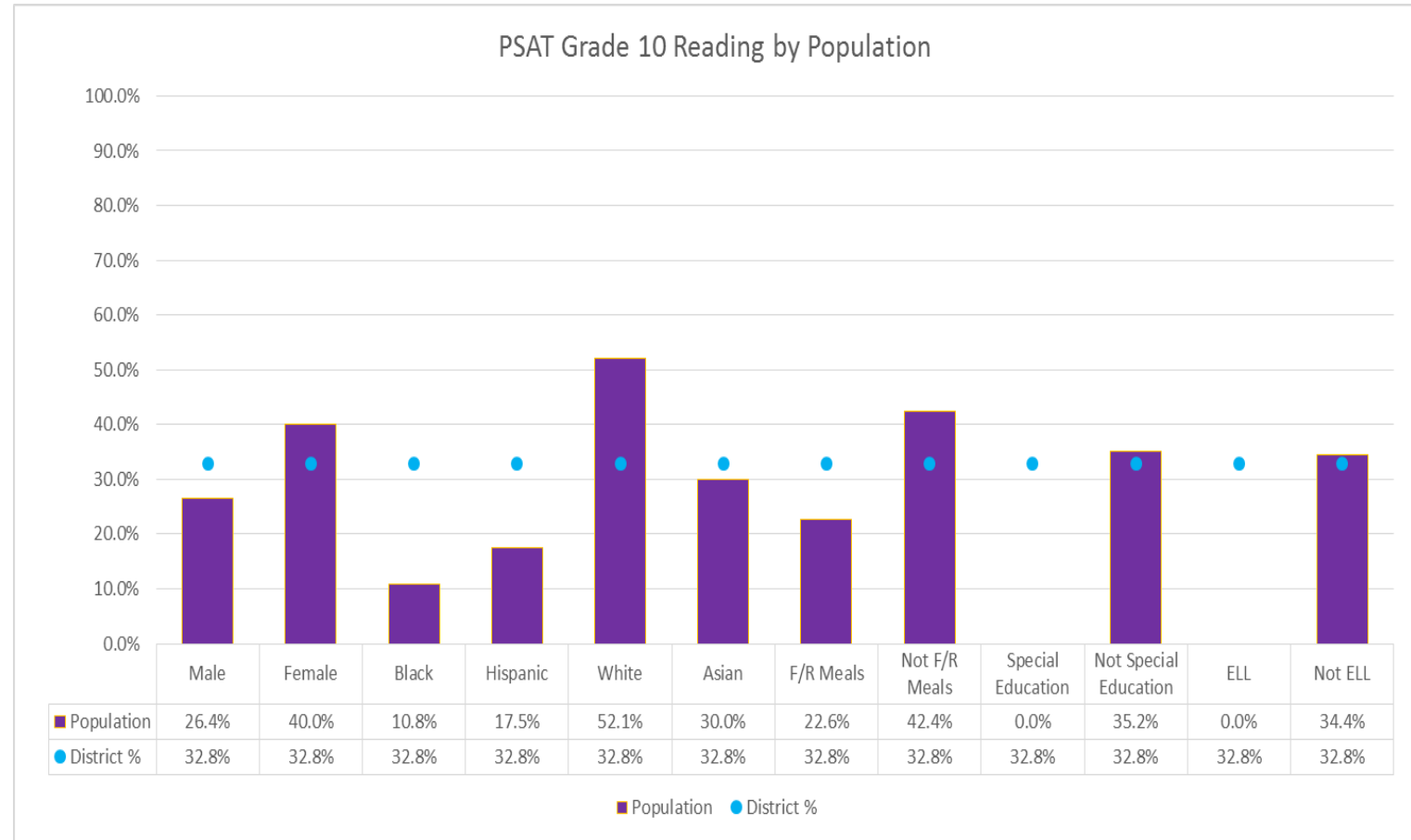
Increase percentage of students at or above the state average by 10%.

Reduction of Achievement Gap by 5% in every band



PSAT – % Students At or Above State Average – 2015/2016

	# students At/Above State Average	Total Students Tested
Male	46	174
Female	62	155
Black	7	65
Hispanic	14	80
White	74	142
Asian	9	30
F/R Meals	36	159
Not F/R Meals	72	170
Special Ed	0	22
Not Special Ed	108	307
ELL	0	15
Not ELL	108	314
District	108	329



BOE Targets:

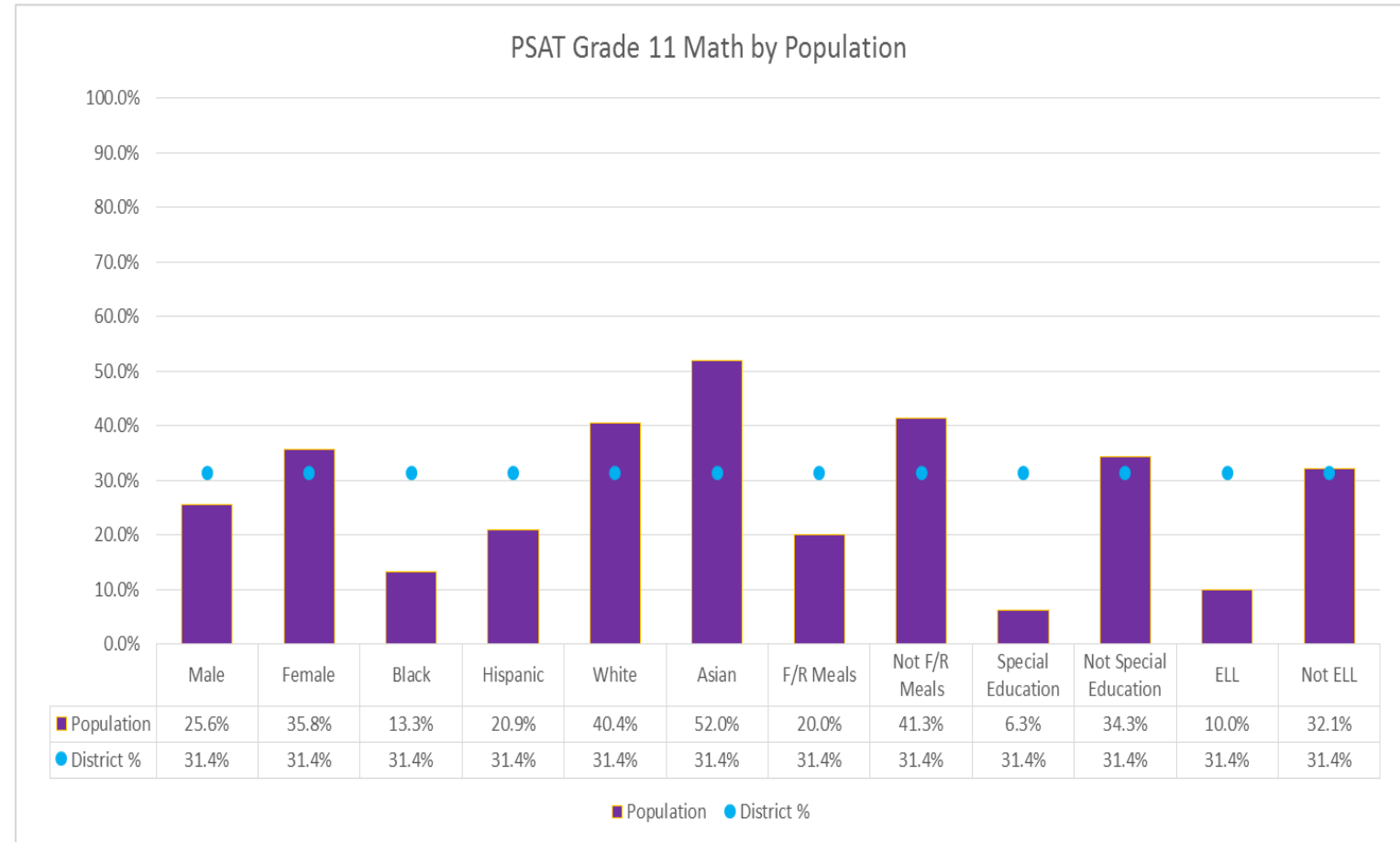
Increase percentage of students at or above the state average by 10%.

Reduction of Achievement Gap by 5% in every band



PSAT – % Students At or Above State Average – 2015/2016

	# students At/Above State Average	Total Students Tested
Male	34	133
Female	64	179
Black	8	60
Hispanic	14	67
White	57	141
Asian	13	25
F/R Meals	29	145
Not F/R Meals	69	167
Special Ed	2	32
Not Special Ed	96	280
ELL	1	10
Not ELL	97	302
District	98	312



BOE Targets:

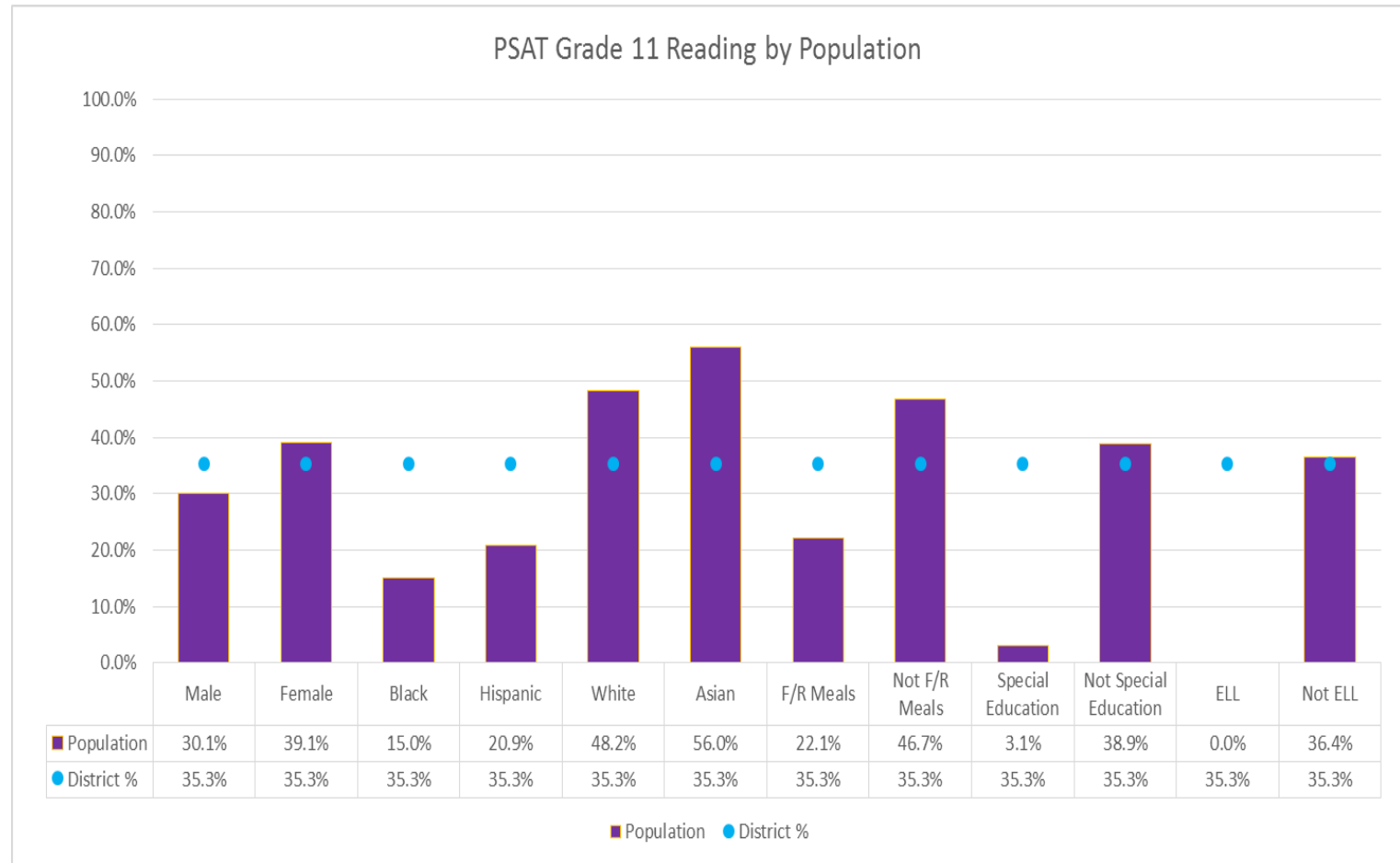
Increase percentage of students at or above the state average by 10%.

Reduction of Achievement Gap by 5% in every band



PSAT – % Students At or Above State Average – 2015/2016

	# students At/Above State Average	Total Students Tested
Male	40	133
Female	70	179
Black	9	60
Hispanic	14	67
White	68	141
Asian	14	25
F/R Meals	32	145
Not F/R Meals	78	167
Special Ed	1	32
Not Special Ed	109	280
ELL	0	10
Not ELL	110	302
District	110	312



BOE Targets:

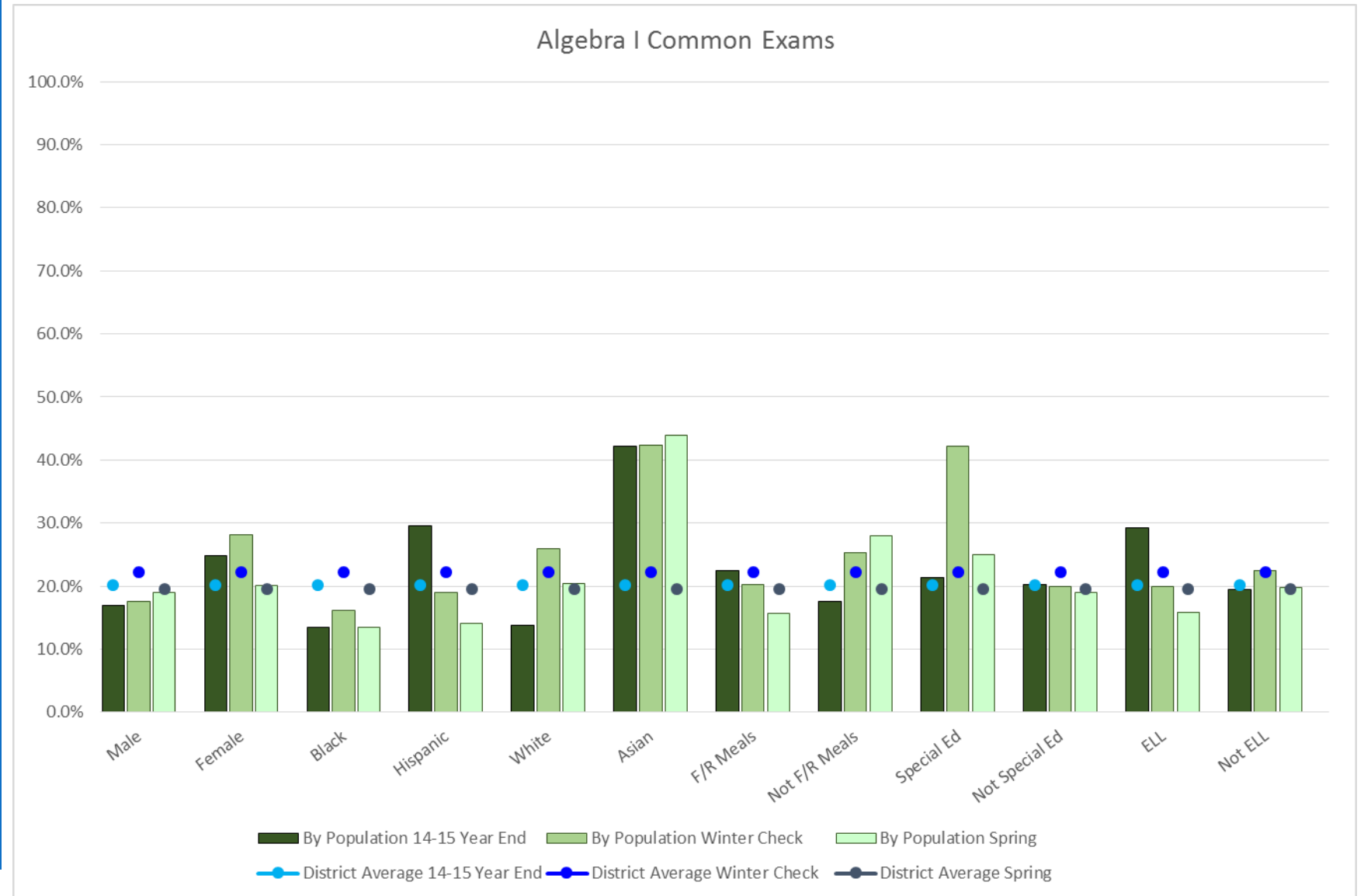
Increase percentage of students at or above the state average by 10%.

Reduction of Achievement Gap by 5% in every band



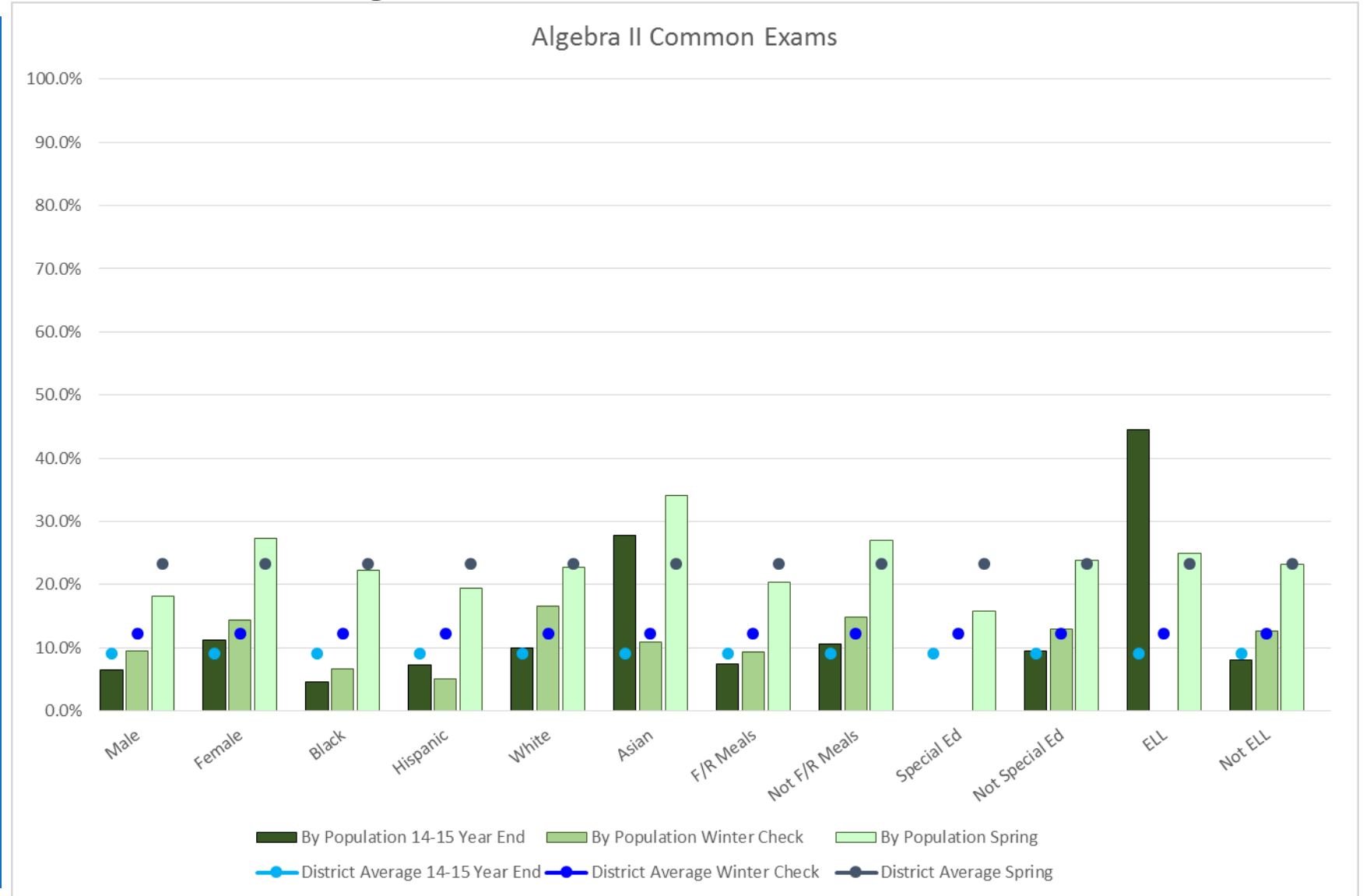
% Students Scoring B or Better on Common Exams

		# students B or Better	Total Students
Male	Algebra I YE 2015	27	160
	Winter 2016	34	194
	YE 2016	36	189
Female	Algebra I YE 2015	31	125
	Winter 2016	44	156
	YE 2016	32	159
Black	Algebra I YE 2015	10	74
	Winter 2016	16	99
	YE 2016	13	97
Hispanic	Algebra I YE 2015	26	88
	Winter 2016	20	105
	YE 2016	15	107
White	Algebra I YE 2015	13	94
	Winter 2016	27	104
	YE 2016	21	103
Asian	Algebra I YE 2015	8	19
	Winter 2016	11	26
	YE 2016	11	25
F/R Meals	Algebra I YE 2015	37	165
	Winter 2016	42	208
	YE 2016	37	237
Not F/R Meals	Algebra I YE 2015	21	120
	Winter 2016	36	142
	YE 2016	31	111
Special Ed	Algebra I YE 2015	6	28
	Winter 2016	16	38
	YE 2016	9	36
Not Special Ed	Algebra I YE 2015	52	257
	Winter 2016	62	312
	YE 2016	59	312
ELL	Algebra I YE 2015	7	24
	Winter 2016	4	20
	YE 2016	3	19
Not ELL	Algebra I YE 2015	51	261
	Winter 2016	74	330
	YE 2016	65	329
District	Algebra I YE 2015	58	285
	Winter 2016	78	350
	YE 2016	68	348



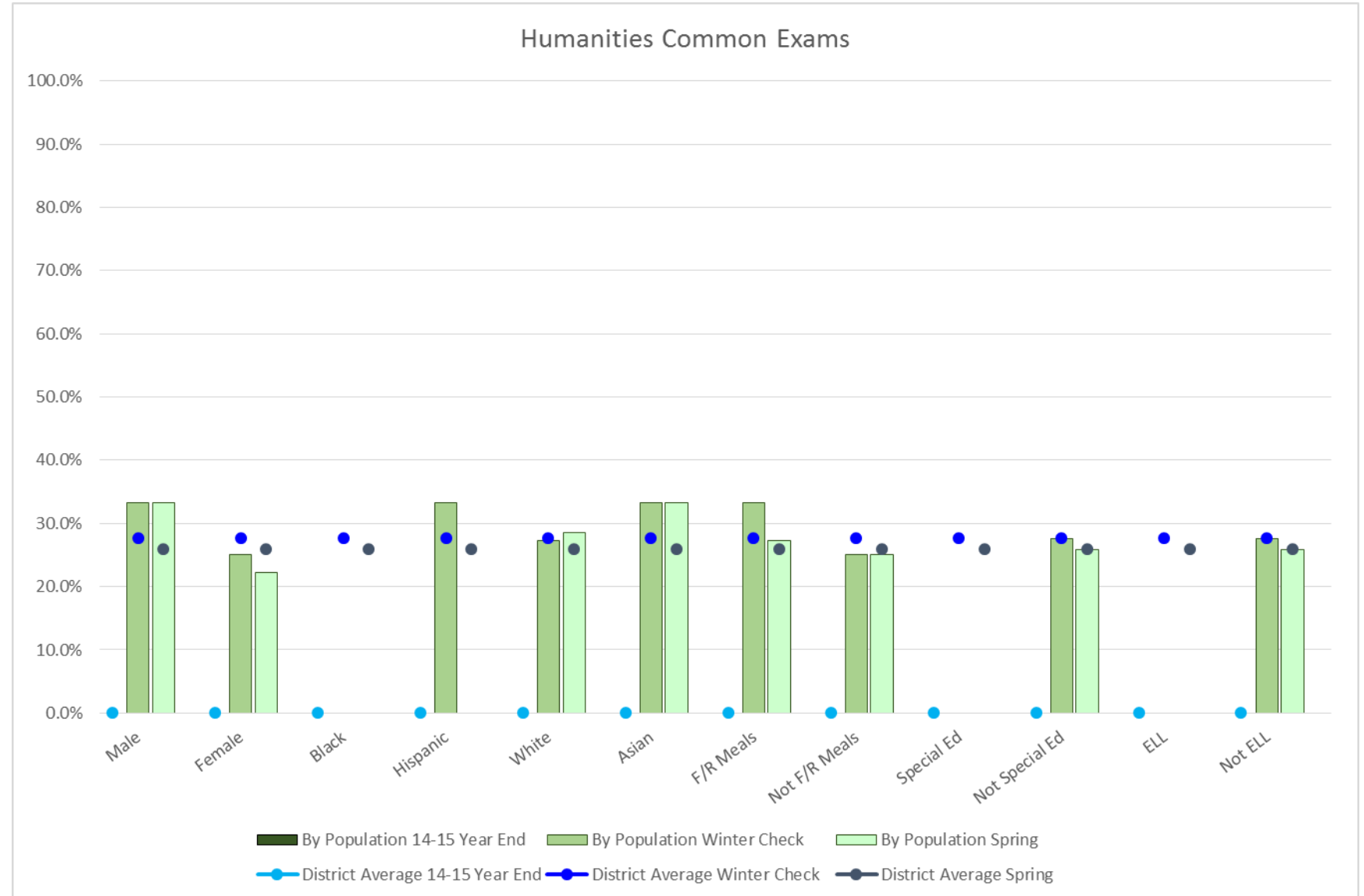
% Students Scoring B or Better on Common Exams

	Algebra II	# students B or Better	Total Students Tested
Male	YE 2015	9	139
	Winter 2016	16	169
	YE 2016	27	149
Female	YE 2015	20	178
	Winter 2016	30	208
	YE 2016	53	194
Black	YE 2015	3	66
	Winter 2016	4	60
	YE 2016	12	54
Hispanic	YE 2015	6	83
	Winter 2016	4	80
	YE 2016	14	72
White	YE 2015	14	140
	Winter 2016	29	176
	YE 2016	35	154
Asian	YE 2015	5	18
	Winter 2016	5	46
	YE 2016	15	44
F/R Meals	YE 2015	11	147
	Winter 2016	17	181
	YE 2016	39	191
Not F/R Meals	YE 2015	18	170
	Winter 2016	29	196
	YE 2016	41	152
Special Ed	YE 2015	0	12
	Winter 2016	0	22
	YE 2016	3	19
Not Special Ed	YE 2015	29	305
	Winter 2016	46	355
	YE 2016	77	324
ELL	YE 2015	4	9
	Winter 2016	0	12
	YE 2016	2	8
Not ELL	YE 2015	25	308
	Winter 2016	46	365
	YE 2016	78	335
District	YE 2015	29	317
	Winter 2016	46	377
	YE 2016	80	343



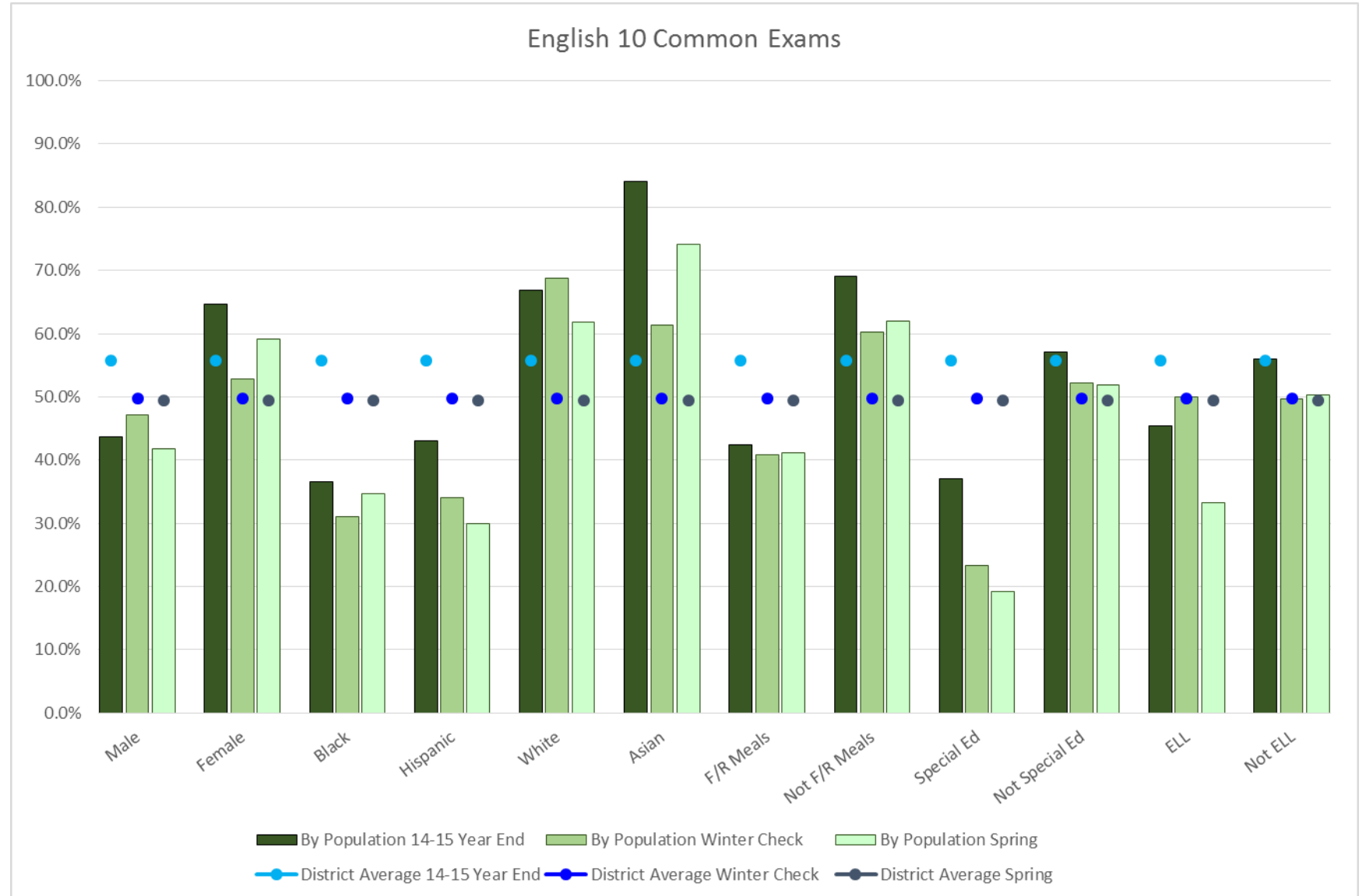
% Students Scoring B or Better on Common Exams

	Humanities	# students B or Better	Total Students Tested
Male	YE 2015	N/A	N/A
	Winter 2016	6	18
	YE 2016	6	18
Female	YE 2015	N/A	N/A
	Winter 2016	10	40
	YE 2016	8	36
Black	YE 2015	N/A	N/A
	Winter 2016	0	2
	YE 2016	0	2
Hispanic	YE 2015	N/A	N/A
	Winter 2016	2	6
	YE 2016	0	4
White	YE 2015	N/A	N/A
	Winter 2016	12	44
	YE 2016	12	42
Asian	YE 2015	N/A	N/A
	Winter 2016	2	6
	YE 2016	2	6
F/R Meals	YE 2015	N/A	N/A
	Winter 2016	6	18
	YE 2016	6	22
Not F/R Meals	YE 2015	N/A	N/A
	Winter 2016	10	40
	YE 2016	8	32
Special Ed	YE 2015	N/A	N/A
	Winter 2016	N/A	N/A
	YE 2016	N/A	N/A
Not Special Ed	YE 2015	N/A	N/A
	Winter 2016	16	58
	YE 2016	14	54
ELL	YE 2015	N/A	N/A
	Winter 2016	N/A	N/A
	YE 2016	N/A	N/A
Not ELL	YE 2015	N/A	N/A
	Winter 2016	16	58
	YE 2016	14	54
District	YE 2015	N/A	N/A
	Winter 2016	16	58
	YE 2016	14	54



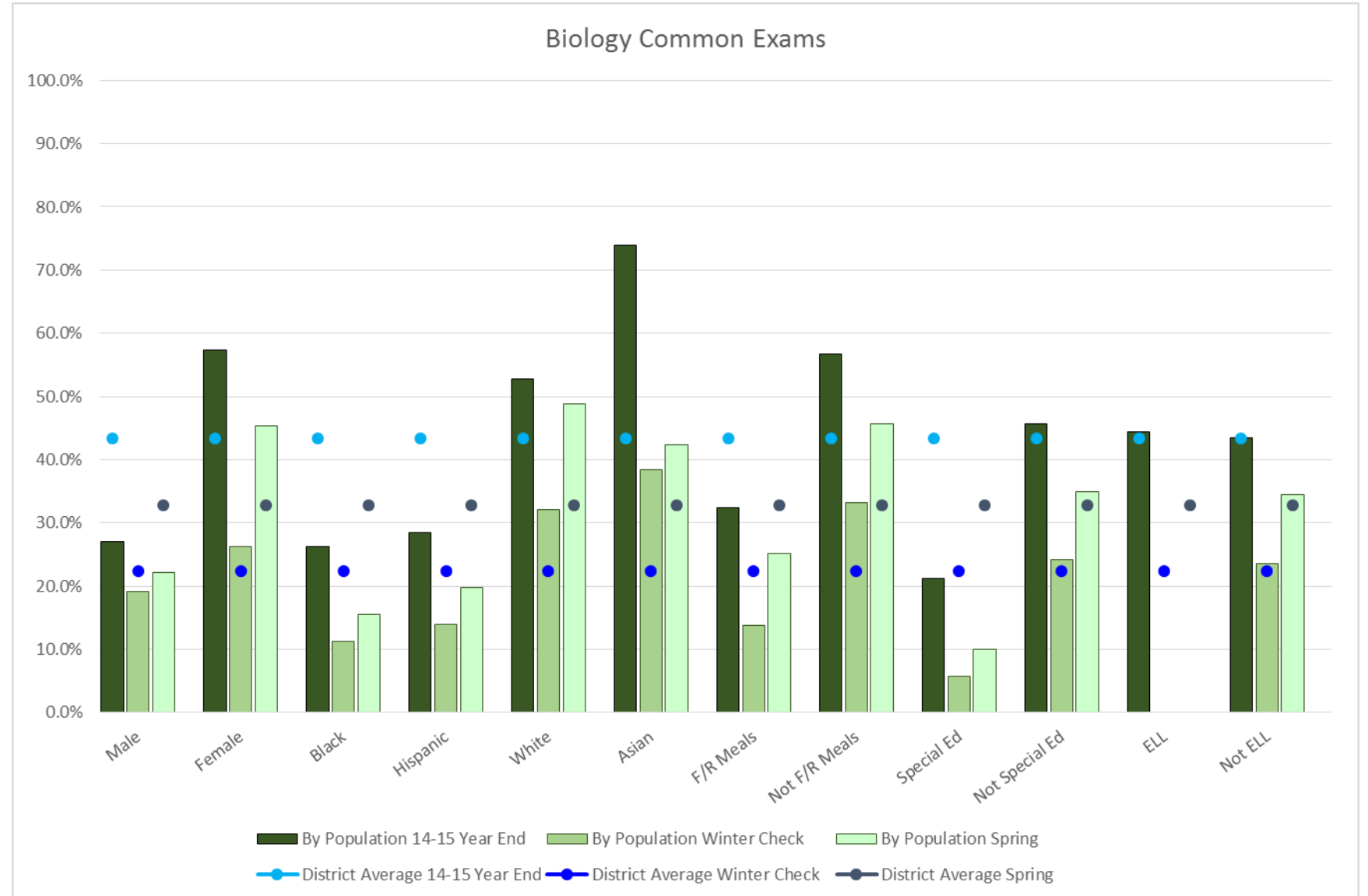
% Students Scoring B or Better on Common Exams

		# students B or Better	Total Students Tested
Male	English 10 YE 2015	69	158
	Winter 2016	92	195
	YE 2016	78	187
Female	English 10 YE 2015	137	212
	Winter 2016	83	157
	YE 2016	88	149
Black	English 10 YE 2015	30	82
	Winter 2016	23	74
	YE 2016	25	72
Hispanic	English 10 YE 2015	37	86
	Winter 2016	32	94
	YE 2016	26	87
White	English 10 YE 2015	107	160
	Winter 2016	95	138
	YE 2016	81	131
Asian	English 10 YE 2015	21	25
	Winter 2016	19	31
	YE 2016	23	31
F/R Meals	English 10 YE 2015	79	186
	Winter 2016	78	191
	YE 2016	83	202
Not F/R Meals	English 10 YE 2015	127	184
	Winter 2016	97	161
	YE 2016	83	134
Special Ed	English 10 YE 2015	10	27
	Winter 2016	7	30
	YE 2016	5	26
Not Special Ed	English 10 YE 2015	196	343
	Winter 2016	168	322
	YE 2016	161	310
ELL	English 10 YE 2015	5	11
	Winter 2016	10	20
	YE 2016	6	18
Not ELL	English 10 YE 2015	201	359
	Winter 2016	165	332
	YE 2016	160	318
District	English 10 YE 2015	206	370
	Winter 2016	175	352
	YE 2016	166	336



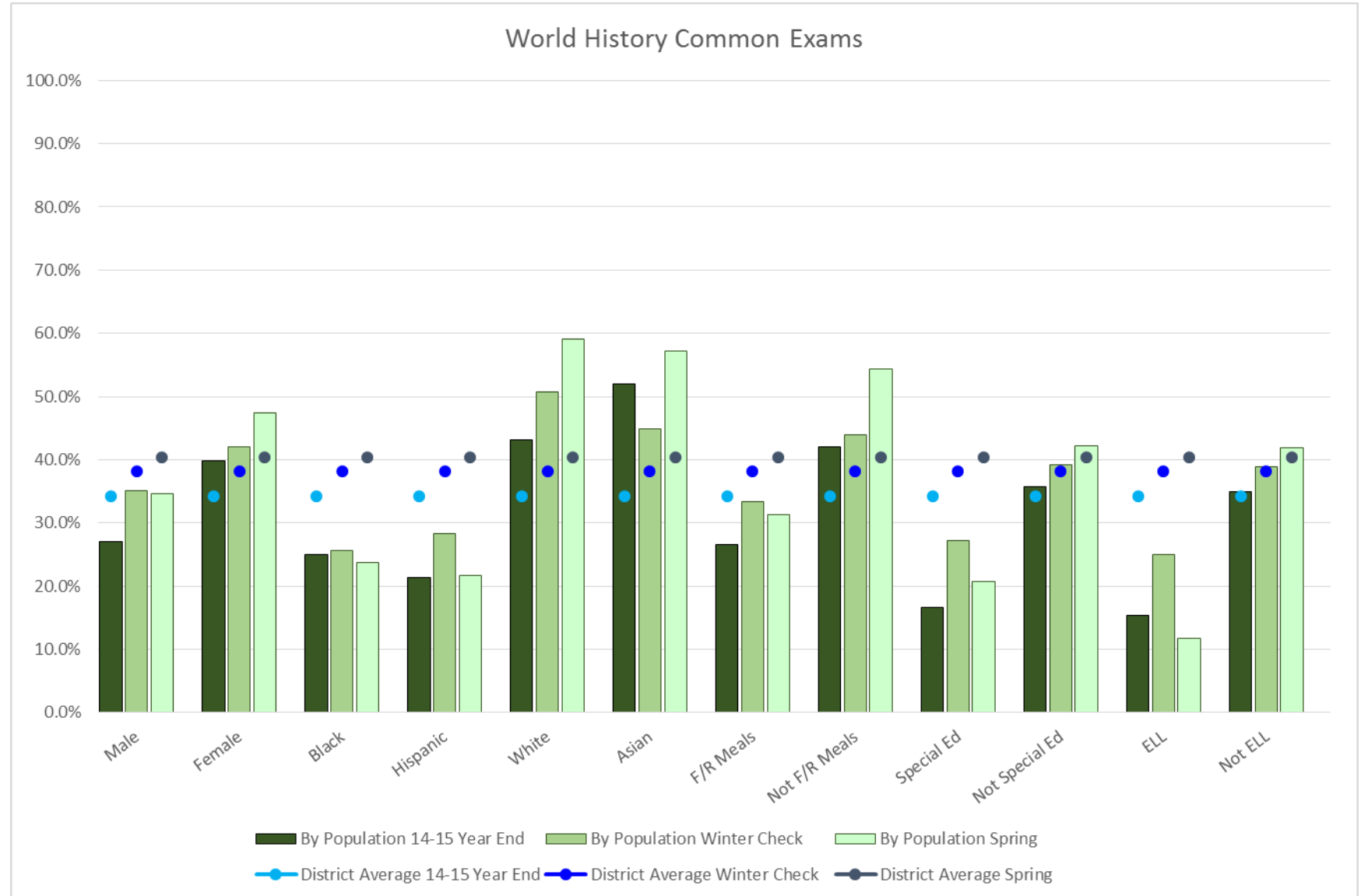
% Students Scoring B or Better on Common Exams

		# students B or Better	Total Students Tested
Male	Biology YE 2015	48	177
	Winter 2016	38	199
	YE 2016	42	189
Female	Biology YE 2015	121	211
	Winter 2016	45	171
	YE 2016	72	159
Black	Biology YE 2015	22	84
	Winter 2016	9	80
	YE 2016	12	77
Hispanic	Biology YE 2015	25	88
	Winter 2016	15	107
	YE 2016	19	96
White	Biology YE 2015	93	176
	Winter 2016	46	143
	YE 2016	66	135
Asian	Biology YE 2015	17	23
	Winter 2016	10	26
	YE 2016	11	26
F/R Meals	Biology YE 2015	68	210
	Winter 2016	28	204
	YE 2016	55	219
Not F/R Meals	Biology YE 2015	101	178
	Winter 2016	55	166
	YE 2016	59	129
Special Ed	Biology YE 2015	7	33
	Winter 2016	2	35
	YE 2016	3	30
Not Special Ed	Biology YE 2015	162	355
	Winter 2016	81	335
	YE 2016	111	318
ELL	Biology YE 2015	8	18
	Winter 2016	0	19
	YE 2016	0	17
Not ELL	Biology YE 2015	161	370
	Winter 2016	83	351
	YE 2016	114	331
District	Biology YE 2015	169	388
	Winter 2016	83	370
	YE 2016	114	348



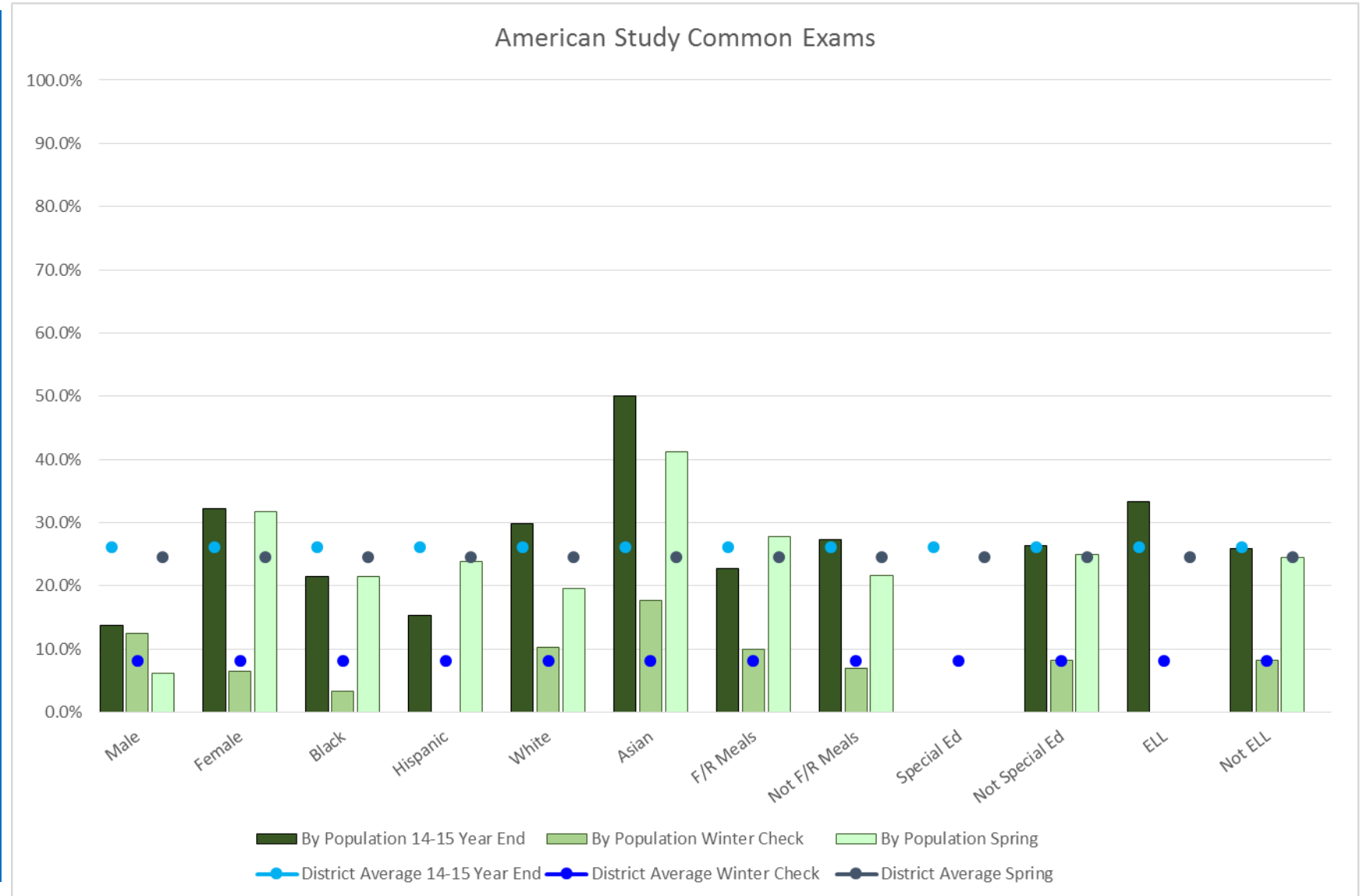
% Students Scoring B or Better on Common Exams

		# students B or Better	Total Students Tested
Male	World History YE 2015	44	163
	World History Winter 2016	71	202
	World History YE 2016	66	191
Female	World History YE 2015	83	208
	World History Winter 2016	68	162
	World History YE 2016	74	156
Black	World History YE 2015	20	80
	World History Winter 2016	20	78
	World History YE 2016	18	76
Hispanic	World History YE 2015	19	89
	World History Winter 2016	28	99
	World History YE 2016	20	92
White	World History YE 2015	69	160
	World History Winter 2016	73	144
	World History YE 2016	81	137
Asian	World History YE 2015	13	25
	World History Winter 2016	13	29
	World History YE 2016	16	28
F/R Meals	World History YE 2015	50	188
	World History Winter 2016	66	198
	World History YE 2016	66	211
Not F/R Meals	World History YE 2015	77	183
	World History Winter 2016	73	166
	World History YE 2016	74	136
Special Ed	World History YE 2015	5	30
	World History Winter 2016	9	33
	World History YE 2016	6	29
Not Special Ed	World History YE 2015	122	341
	World History Winter 2016	130	331
	World History YE 2016	134	318
ELL	World History YE 2015	2	13
	World History Winter 2016	5	20
	World History YE 2016	2	17
Not ELL	World History YE 2015	125	358
	World History Winter 2016	134	344
	World History YE 2016	138	330
District	World History YE 2015	127	371
	World History Winter 2016	139	364
	World History YE 2016	140	347



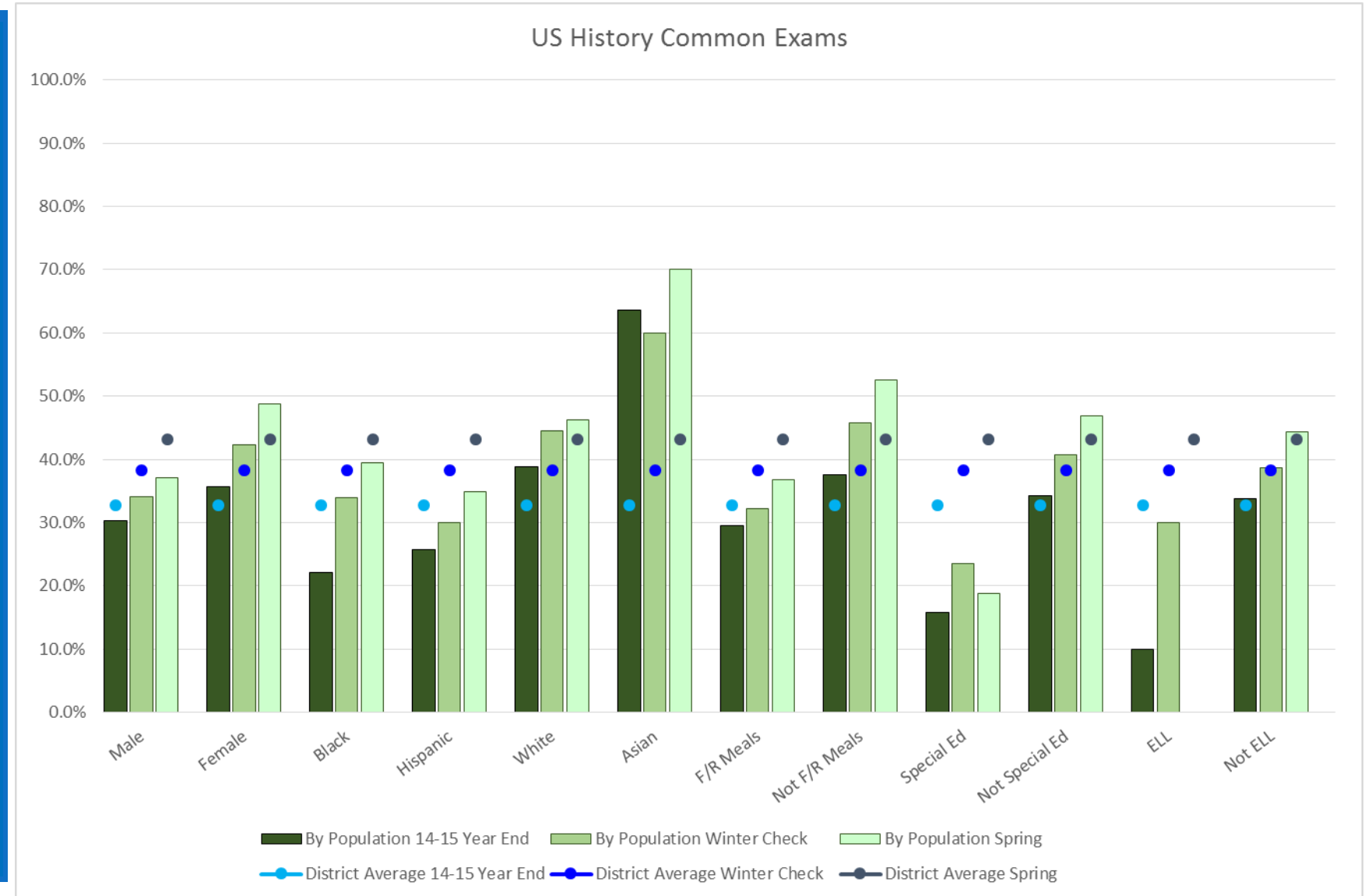
% Students Scoring B or Better on Common Exams

		# students B or Better	Total Students Tested
Male	American Study YE 2015	4	29
	Winter 2016	8	64
	YE 2016	4	64
Female	YE 2015	19	59
	Winter 2016	11	170
	YE 2016	52	164
Black	YE 2015	3	14
	Winter 2016	1	30
	YE 2016	6	28
Hispanic	YE 2015	2	13
	Winter 2016	0	42
	YE 2016	10	42
White	YE 2015	17	57
	Winter 2016	12	116
	YE 2016	22	112
Asian	YE 2015	1	2
	Winter 2016	6	34
	YE 2016	14	34
F/R Meals	YE 2015	5	22
	Winter 2016	9	90
	YE 2016	30	108
Not F/R Meals	YE 2015	18	66
	Winter 2016	10	144
	YE 2016	26	120
Special Ed	YE 2015	0	1
	Winter 2016	0	4
	YE 2016	0	4
Not Special Ed	YE 2015	23	87
	Winter 2016	19	230
	YE 2016	56	224
ELL	YE 2015	1	3
	Winter 2016	0	2
	YE 2016	N/A	N/A
Not ELL	YE 2015	22	85
	Winter 2016	19	232
	YE 2016	56	228
District	YE 2015	23	88
	Winter 2016	19	234
	YE 2016	56	228



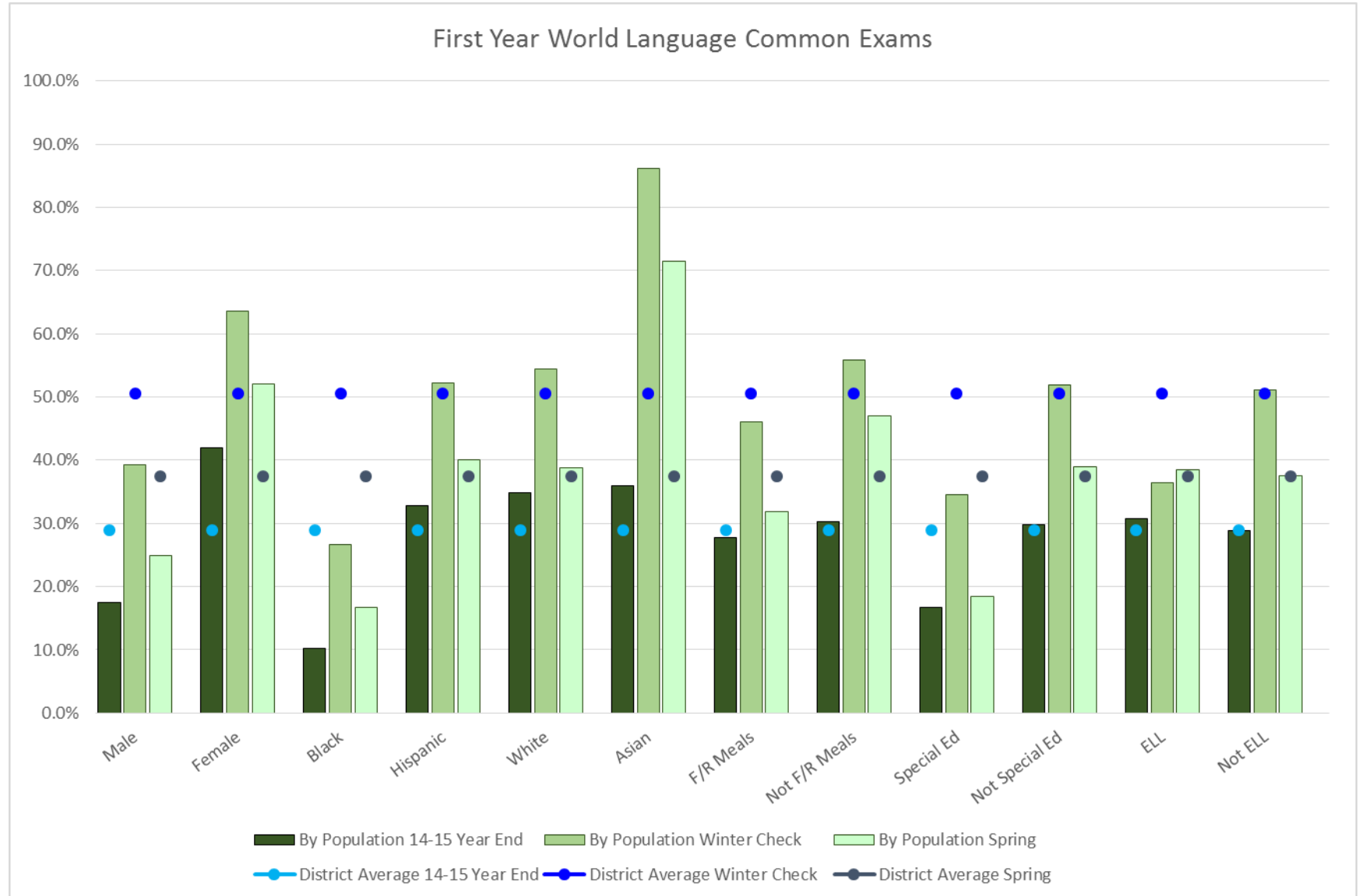
% Students Scoring B or Better on Common Exams

	US History	# students B or Better	Total Students Tested
Male	YE 2015	41	135
	Winter 2016	42	123
	YE 2016	43	116
Female	YE 2015	41	115
	Winter 2016	55	130
	YE 2016	62	127
Black	YE 2015	13	59
	Winter 2016	22	65
	YE 2016	26	66
Hispanic	YE 2015	19	74
	Winter 2016	21	70
	YE 2016	22	63
White	YE 2015	33	85
	Winter 2016	44	99
	YE 2016	43	93
Asian	YE 2015	14	22
	Winter 2016	6	10
	YE 2016	7	10
F/R Meals	YE 2015	43	146
	Winter 2016	44	137
	YE 2016	53	144
Not F/R Meals	YE 2015	39	104
	Winter 2016	53	116
	YE 2016	52	99
Special Ed	YE 2015	3	19
	Winter 2016	8	34
	YE 2016	6	32
Not Special Ed	YE 2015	79	231
	Winter 2016	89	219
	YE 2016	99	211
ELL	YE 2015	1	10
	Winter 2016	3	10
	YE 2016	0	6
Not ELL	YE 2015	81	240
	Winter 2016	94	243
	YE 2016	105	237
District	YE 2015	82	250
	Winter 2016	97	253
	YE 2016	105	243



% Students Scoring B or Better on Common Exams

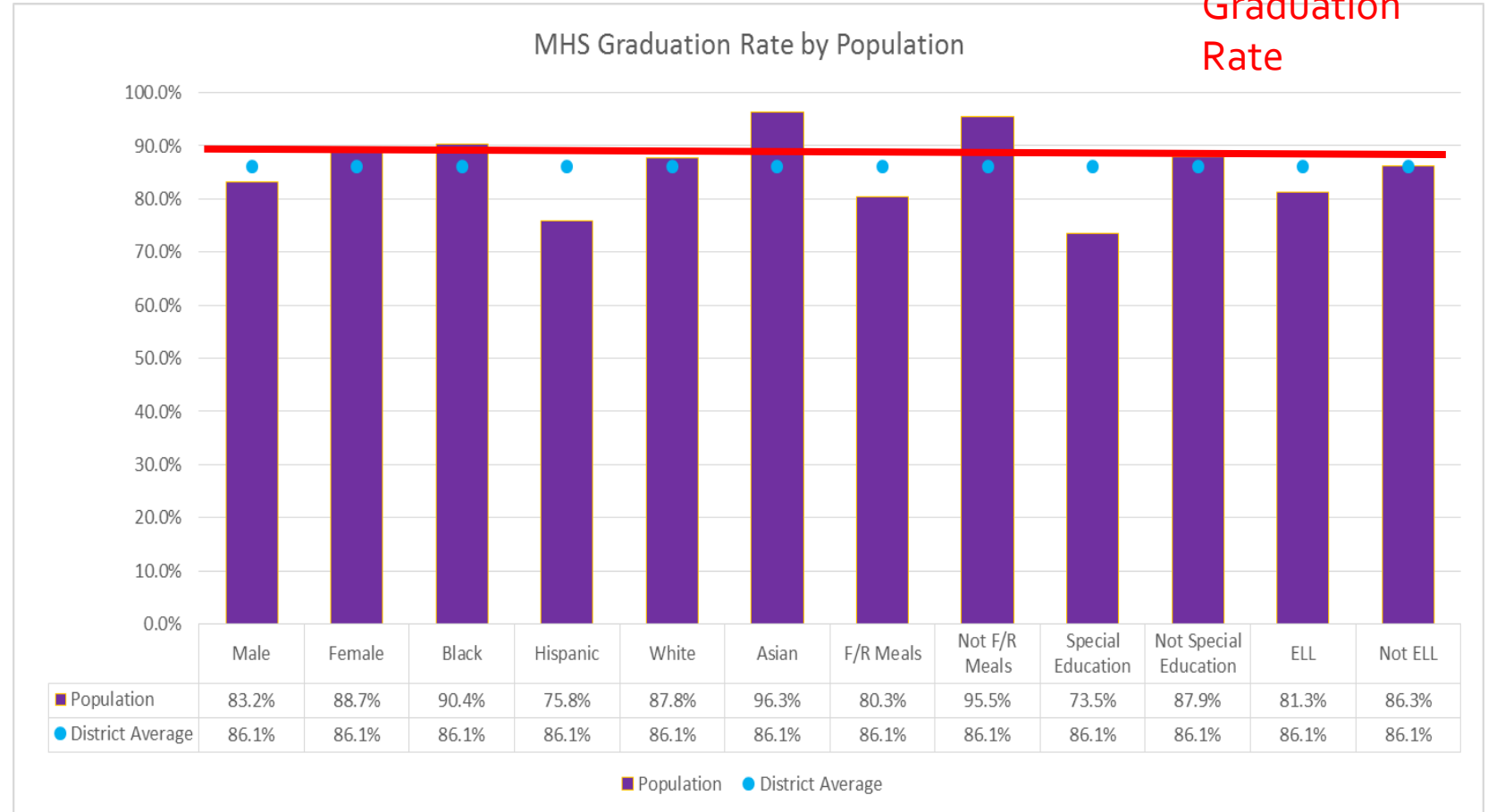
		# students B or Better	Total Students Tested
1st Year World Language	Male YE 2015	27	155
	Winter 2016	84	214
	YE 2016	54	217
Female	YE 2015	58	138
	Winter 2016	119	187
	YE 2016	98	188
Black	YE 2015	6	59
	Winter 2016	25	94
	YE 2016	16	96
Hispanic	YE 2015	23	70
	Winter 2016	57	109
	YE 2016	42	105
White	YE 2015	44	126
	Winter 2016	75	138
	YE 2016	55	142
Asian	YE 2015	9	25
	Winter 2016	31	36
	YE 2016	25	35
F/R Meals	YE 2015	42	151
	Winter 2016	98	213
	YE 2016	81	254
Not F/R Meals	YE 2015	43	142
	Winter 2016	105	188
	YE 2016	71	151
Special Ed	YE 2015	3	18
	Winter 2016	10	29
	YE 2016	5	27
Not Special Ed	YE 2015	82	275
	Winter 2016	193	372
	YE 2016	147	378
ELL	YE 2015	4	13
	Winter 2016	4	11
	YE 2016	5	13
Not ELL	YE 2015	81	280
	Winter 2016	199	390
	YE 2016	147	392
District	YE 2015	85	293
	Winter 2016	203	401
	YE 2016	152	405



MHS Graduations Rate

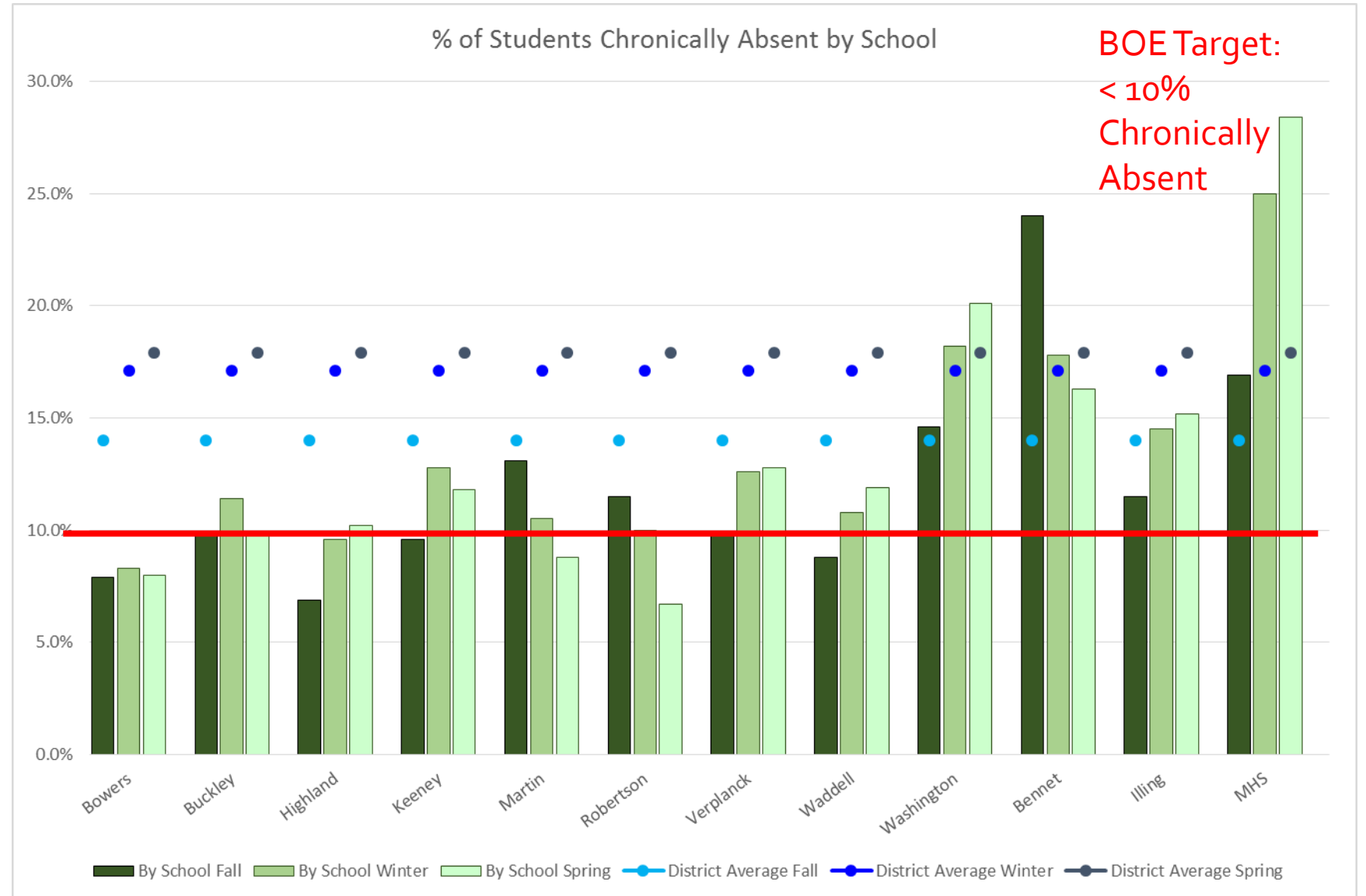
Spring 2015

BOE Target:
90%
Graduation
Rate



% Students Chronically Absent

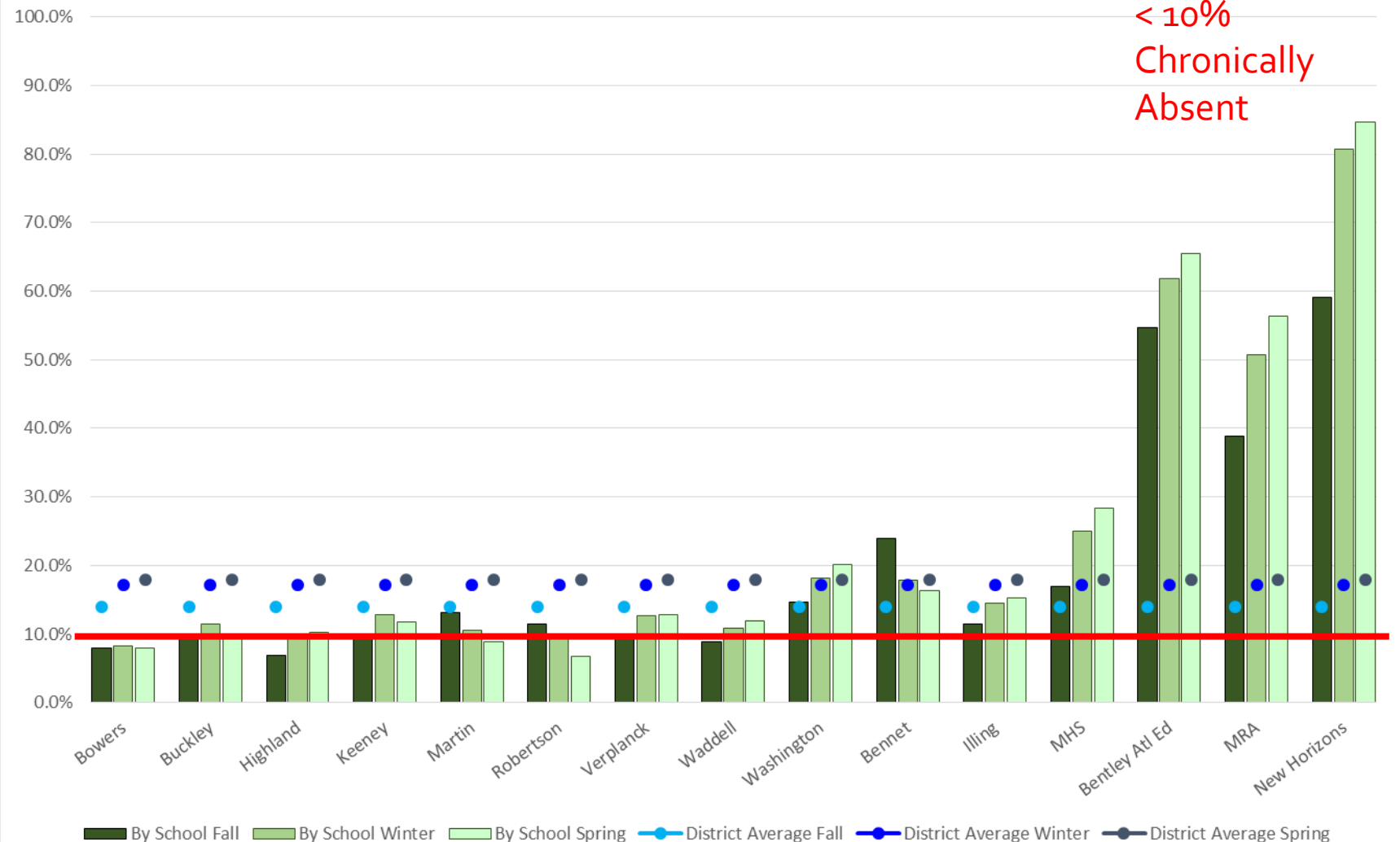
		# Students	Total Students
Bowers	Fall	32	393
	Winter	33	396
	Spring	32	401
Buckley	Fall	32	323
	Winter	37	325
	Spring	33	333
Highland	Fall	18	262
	Winter	25	261
	Spring	27	266
Keeney	Fall	29	303
	Winter	39	304
	Spring	36	305
Martin	Fall	35	268
	Winter	29	277
	Spring	24	272
Robertson	Fall	41	356
	Winter	35	350
	Spring	23	341
Verplanck	Fall	38	386
	Winter	49	388
	Spring	51	397
Waddell	Fall	33	377
	Winter	40	369
	Spring	43	360
Washington	Fall	52	357
	Winter	64	352
	Spring	73	364
Bennet	Fall	101	420
	Winter	74	415
	Spring	69	424
Illing	Fall	90	780
	Winter	112	774
	Spring	118	776
MHS	Fall	259	1534
	Winter	382	1528
	Spring	431	1518
District	Fall	828	5901
	Winter	1007	5885
	Spring	1056	5905



% Students Chronically Absent (includes alternative ed schools)

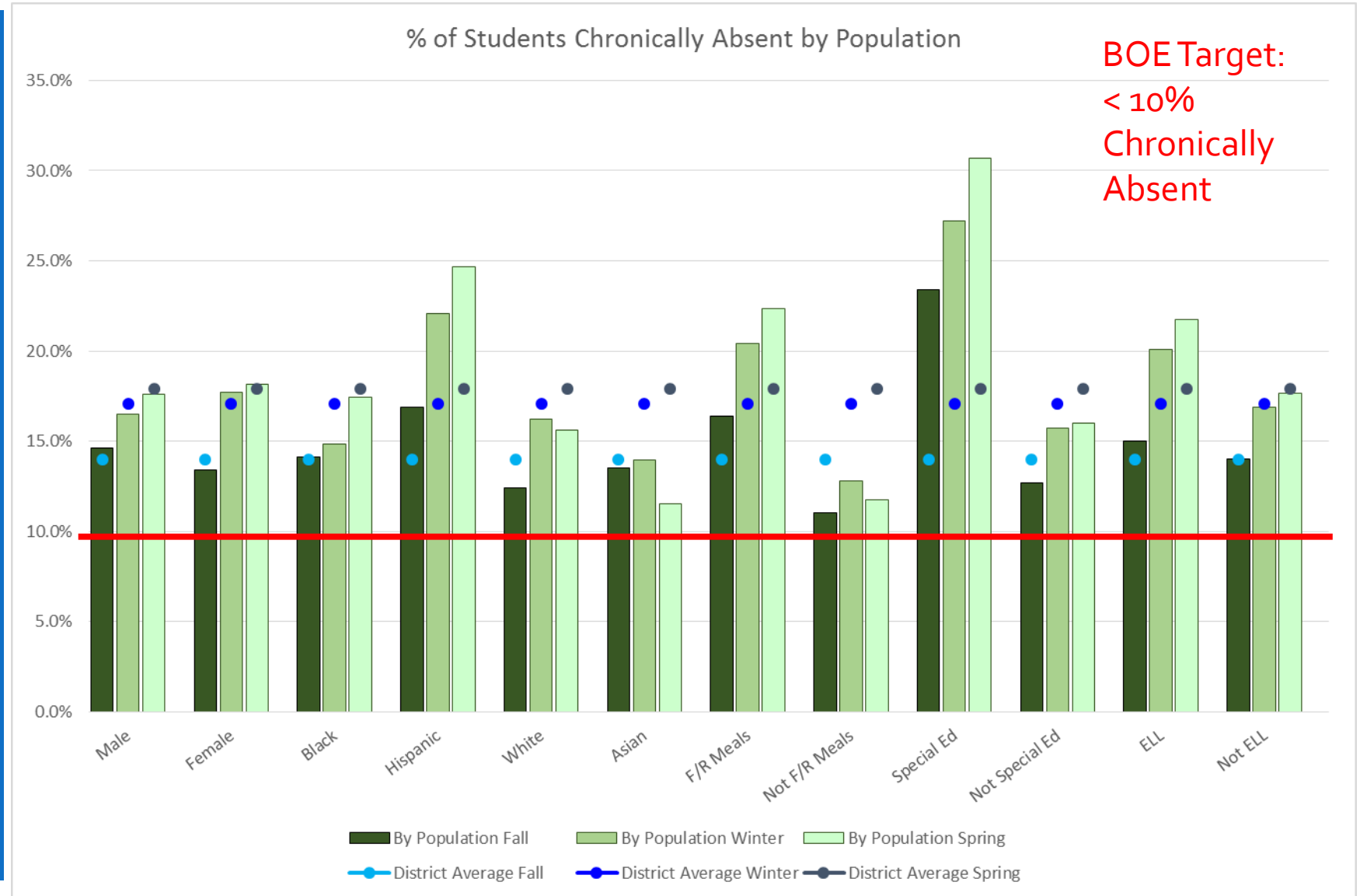
		# Students	Total Students
Bowers	Fall	32	393
	Winter	33	396
	Spring	32	401
Buckley	Fall	32	323
	Winter	37	325
	Spring	33	333
Highland	Fall	18	262
	Winter	25	261
	Spring	27	266
Keeney	Fall	29	303
	Winter	39	304
	Spring	36	305
Martin	Fall	35	268
	Winter	29	277
	Spring	24	272
Robertson	Fall	41	356
	Winter	35	350
	Spring	23	341
Verplanck	Fall	38	386
	Winter	49	388
	Spring	51	397
Waddell	Fall	33	377
	Winter	40	369
	Spring	43	360
Washington	Fall	52	357
	Winter	64	352
	Spring	73	364
Bennet	Fall	101	420
	Winter	74	415
	Spring	69	424
Illing	Fall	90	780
	Winter	112	774
	Spring	118	776
MHS	Fall	259	1534
	Winter	382	1528
	Spring	431	1518
Bentley Alt Ed	Fall	29	53
	Winter	34	55
	Spring	38	58
MRA	Fall	26	67
	Winter	33	65
	Spring	36	64
New Horizons	Fall	13	22
	Winter	21	26
	Spring	22	26

% of Students Chronically Absent by School (includes alternative ed schools)



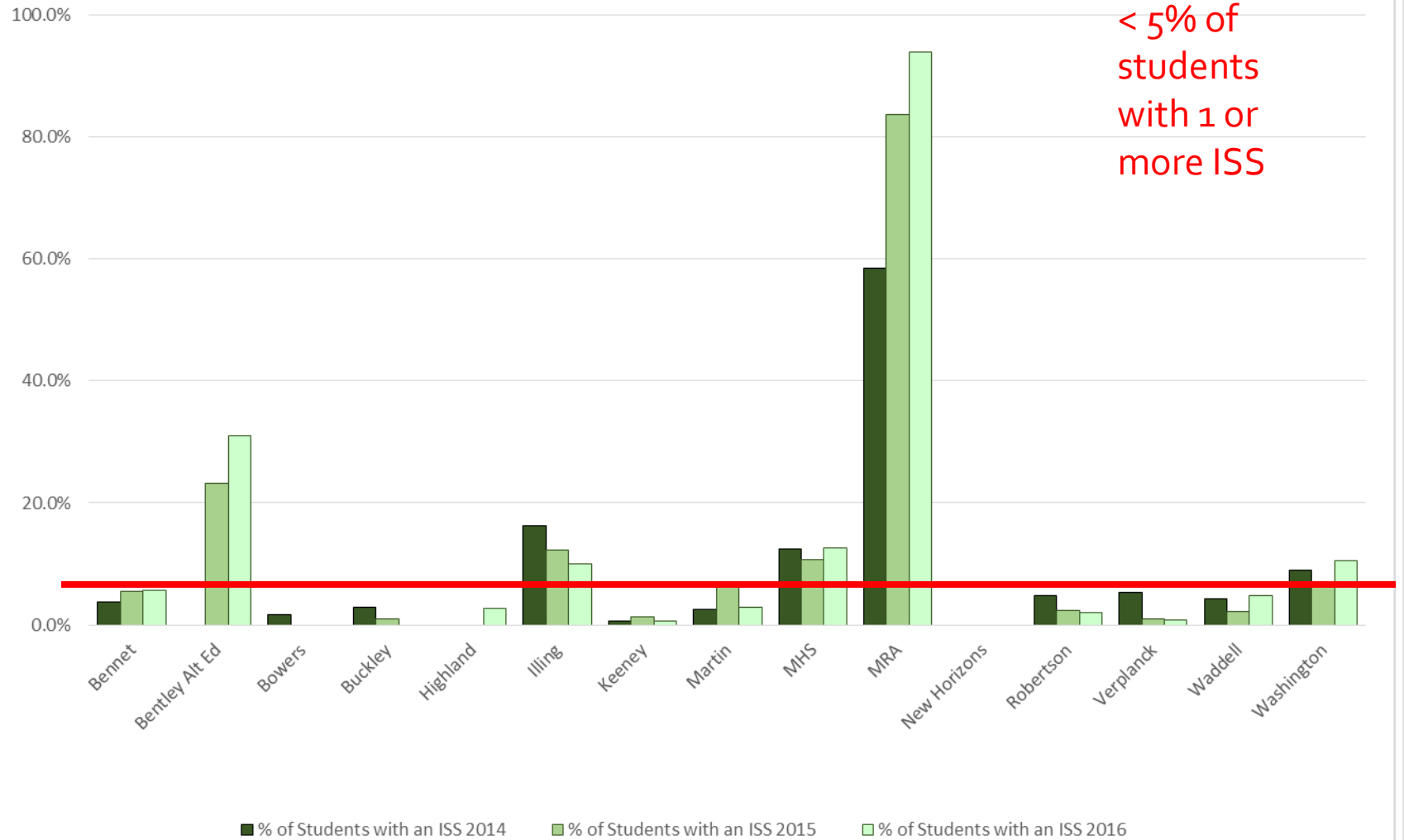
% Students Chronically Absent

		# Students	Total Students
Male	Fall	437	2984
	Winter	489	2965
	Spring	524	2978
Female	Fall	391	2917
	Winter	518	2920
	Spring	532	2927
Black	Fall	185	1311
	Winter	195	1313
	Spring	230	1321
Hispanic	Fall	271	1600
	Winter	356	1612
	Spring	399	1618
White	Fall	283	2274
	Winter	365	2254
	Spring	350	2239
Asian	Fall	63	467
	Winter	64	459
	Spring	54	469
F/R Meals	Fall	546	3327
	Winter	679	3323
	Spring	763	3412
Not F/R Meals	Fall	282	2574
	Winter	328	2562
	Spring	293	2493
Special Ed	Fall	168	717
	Winter	197	724
	Spring	230	750
Not Special Ed	Fall	660	5184
	Winter	810	5161
	Spring	826	5155
ELL	Fall	55	366
	Winter	72	358
	Spring	80	368
Not ELL	Fall	773	5535
	Winter	935	5527
	Spring	976	5537
District	Fall	828	5901
	Winter	1007	5885
	Spring	1056	5905

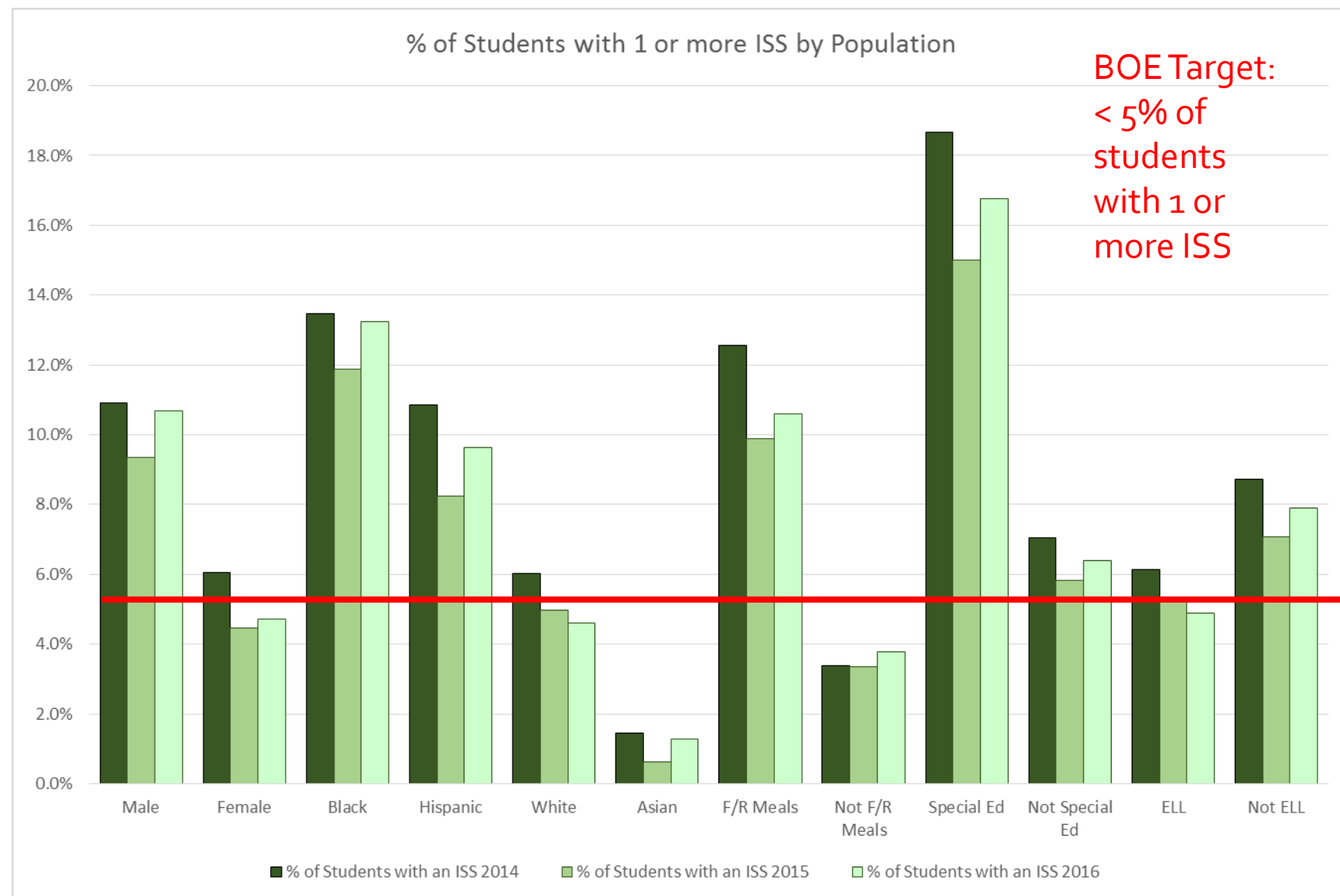


Year End	# of Students with an ISS			Total Students		
	2014	2015	2016	2014	2015	2016
Bennet	14	23	24	380	414	424
Bentley Alt Ed	NA	13	18	NA	56	58
Bowers	7	0	0	434	412	401
Buckley	9	3	0	304	301	333
Highland	0	0	7	271	269	266
Illing	134	97	78	828	791	777
Keeney	2	4	2	342	303	305
Martin	7	18	8	284	264	272
MHS	196	159	192	1587	1484	1518
MRA	59	51	62	101	61	66
New Horizons	NA	0	0	NA	34	26
Robertson	17	9	7	350	383	342
Verplanck	20	4	3	375	416	397
Waddell	15	8	17	353	370	360
Washington	33	23	38	371	355	364

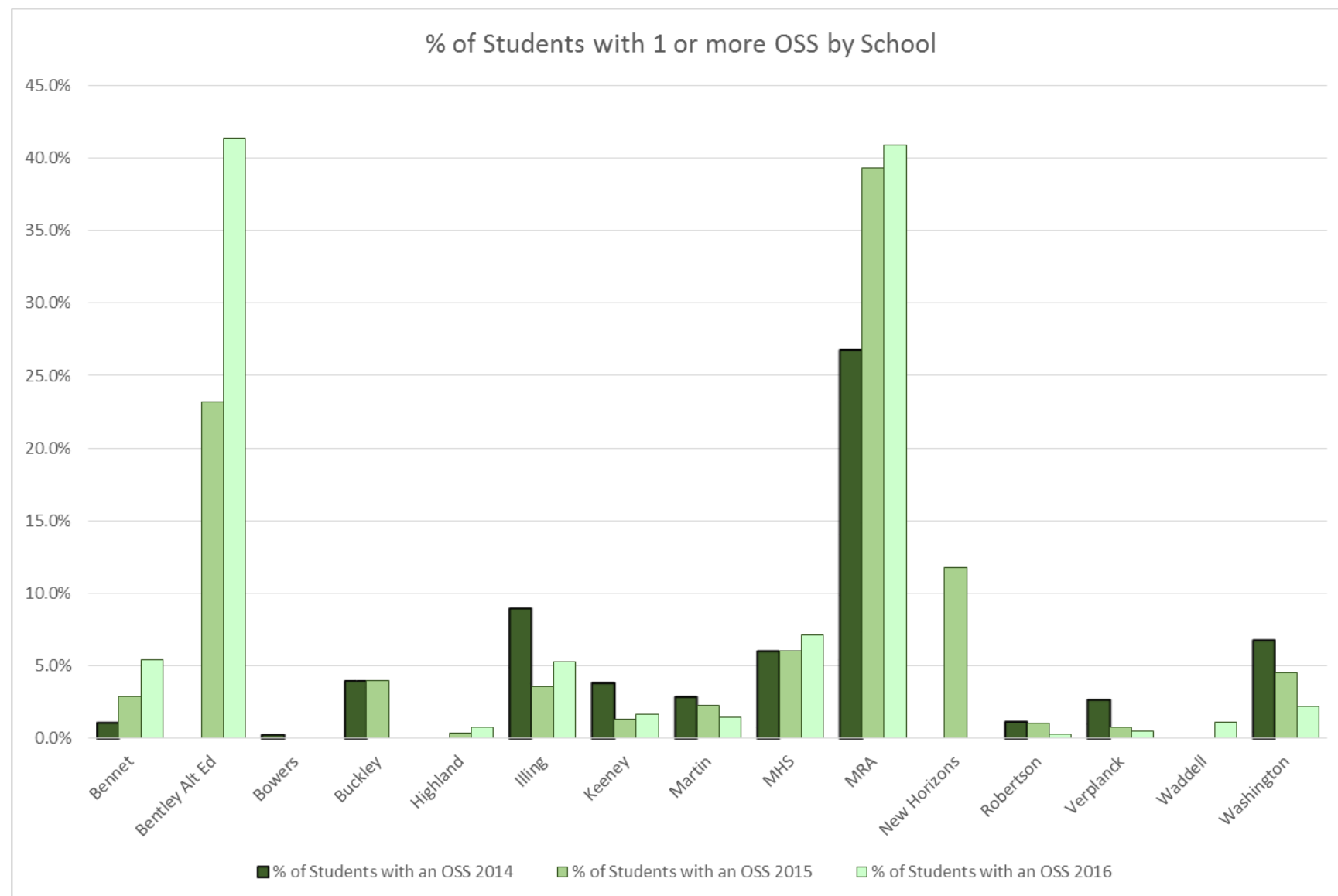
% of Students with 1 or more ISS by School



	# of Students with an ISS			Total Students		
Year End	2014	2015	2016	2014	2015	2016
Male	337	282	318	3088	3014	2980
Female	176	130	138	2907	2907	2929
Black	176	156	175	1306	1312	1321
Hispanic	165	130	156	1519	1580	1620
White	145	114	103	2410	2291	2240
Asian	7	3	6	480	477	470
F/R Meals	425	323	362	3386	3267	3413
Not F/R Meals	88	89	94	2609	2654	2496
Special Ed	146	109	126	782	726	752
Not Special Ed	367	303	330	5213	5195	5157
ELL	22	19	18	359	364	369
Not ELL	491	393	438	5636	5557	5540

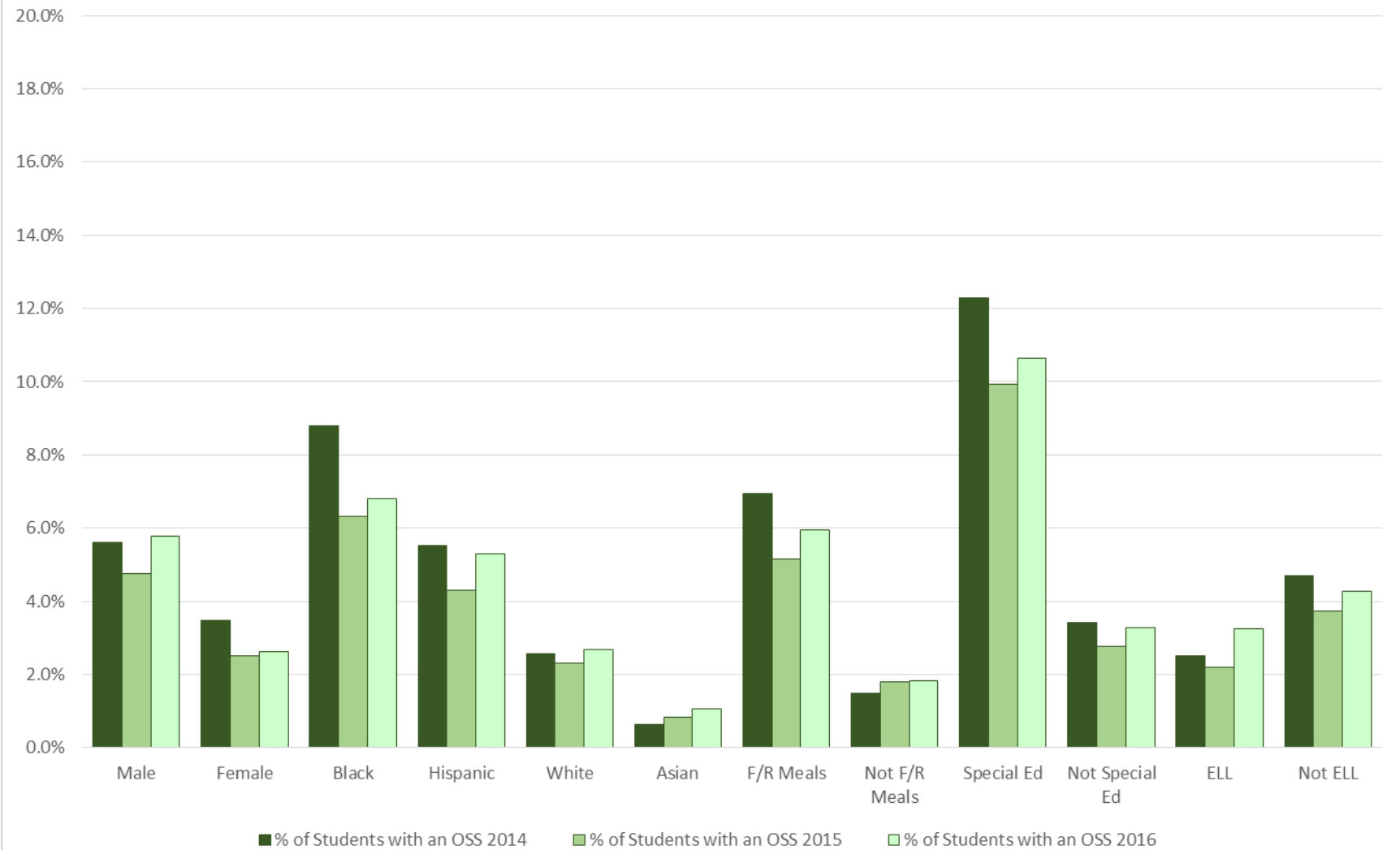


Year End	# of Students with an OSS			Total Students		
	2014	2015	2016	2014	2015	2016
Bennet	4	12	23	380	414	424
Bentley Alt Ed	NA	13	24	NA	56	58
Bowers	1	0	0	434	412	401
Buckley	12	12	0	304	301	333
Highland	0	1	2	271	269	266
Illing	74	28	41	828	791	777
Keeney	13	4	5	342	303	305
Martin	8	6	4	284	264	272
MHS	95	89	108	1587	1484	1518
MRA	27	24	27	101	61	66
New Horizons	NA	4	0	NA	34	26
Robertson	4	4	1	350	383	342
Verplanck	10	3	2	375	416	397
Waddell	0	0	4	353	370	360
Washington	25	16	8	371	355	364



Year End	# of Students with an OSS			Total Students		
	2014	2015	2016	2014	2015	2016
Male	173	143	172	3088	3014	2980
Female	101	73	77	2907	2907	2929
Black	115	83	90	1306	1312	1321
Hispanic	84	68	86	1519	1580	1620
White	62	53	60	2410	2291	2240
Asian	3	4	5	480	477	470
F/R Meals	235	168	203	3386	3267	3413
Not F/R Meals	39	48	46	2609	2654	2496
Special Ed	96	72	80	782	726	752
Not Special Ed	178	144	169	5213	5195	5157
ELL	9	8	12	359	364	369
Not ELL	265	208	237	5636	5557	5540

% of Students with 1 or more OSS by Population



Manchester Board of Education Culture and Climate Update

Matt Geary, Superintendent of Schools
Christa Perkins, Coordinator of Social Emotional Learning



Vision of the Manchester Public Schools

Our vision is that the Manchester Public Schools will be characterized by the following:

- A strong belief that all children can learn.
- Adults who are committed to ensuring success for all students by providing equal access and opportunities.
- A climate that fosters learning and high achievement and is characterized by mutual respect, care, and concern for all students, staff and families.
- A student population in all schools that represents the diversity in the District as a whole.

Vision of the Manchester Public Schools

Administrators, Teachers, and Support Staff are expected to support this goal through the following *Core Practices for MPS Staff for Positive School Climate & Strong School/Family Partnerships*:

- Develop and implement a systematic approach to teach and reinforce expected behaviors (specific to developmental levels).
- Ensure equitable, logical, and developmentally appropriate consequences and opportunities for restorative and collaborative practices when behaviors occur that don't meet expectations.
- Teach, model and uphold common expectations for how all members of the school community (adults and students) interact with each other.
- Partner with students to set and achieve high expectations and determine interventions to support all students.
- Develop students' academic and social emotional skills to ensure success.
- Establish classroom environments that are engaging and supportive of the individual needs of all student .

Culture and Climate Goals

All students will demonstrate personal responsibility, character, cultural understanding, and ethical behavior

District and building level faculty and staff will build relationships based on trust through listening, welcoming, respecting individual differences, and allowing for shared decision making with parents, families, and other stakeholders



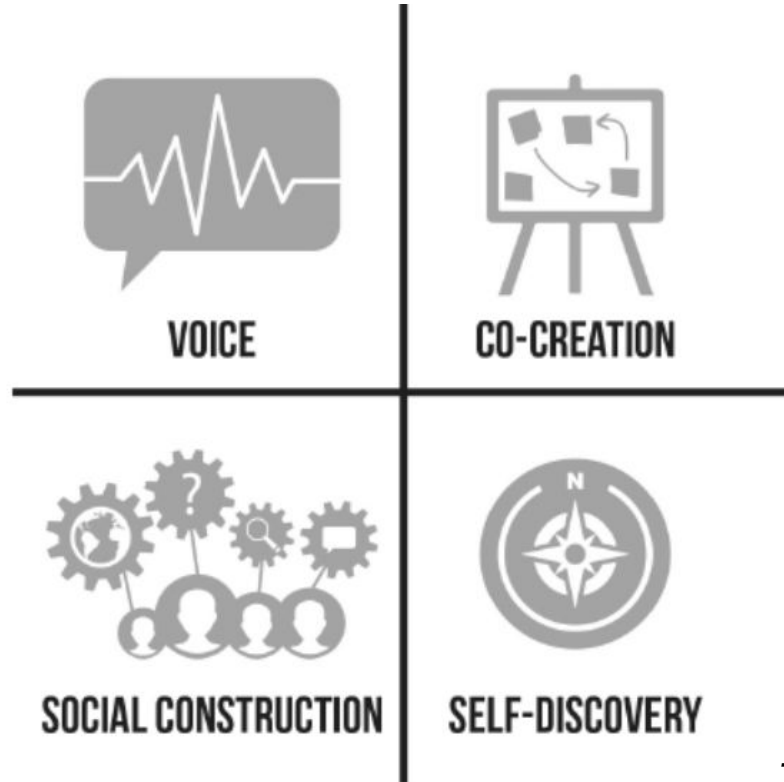
Collaboration

Courage

Creativity

Excellence

Personalized Learning



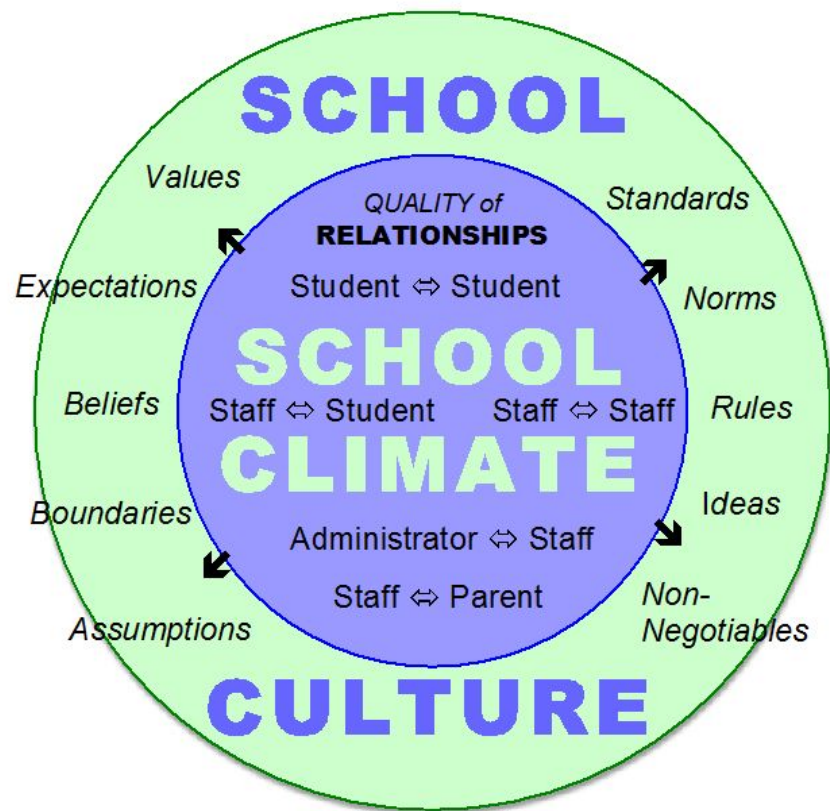
Taken from Zmuda and Kallick

“For most of us failure comes with baggage that I believe is traced back to our days in school. From an early age, a message is drilled into our heads that failure is bad; Failure means you didn’t study or prepare; failure means you slacked off – or worse – aren’t smart enough to begin with.... We need to think about failure differently. Mistakes are an inevitable consequence of doing something new, and as such, should be seen as valuable. Without them, there would be no originality.”

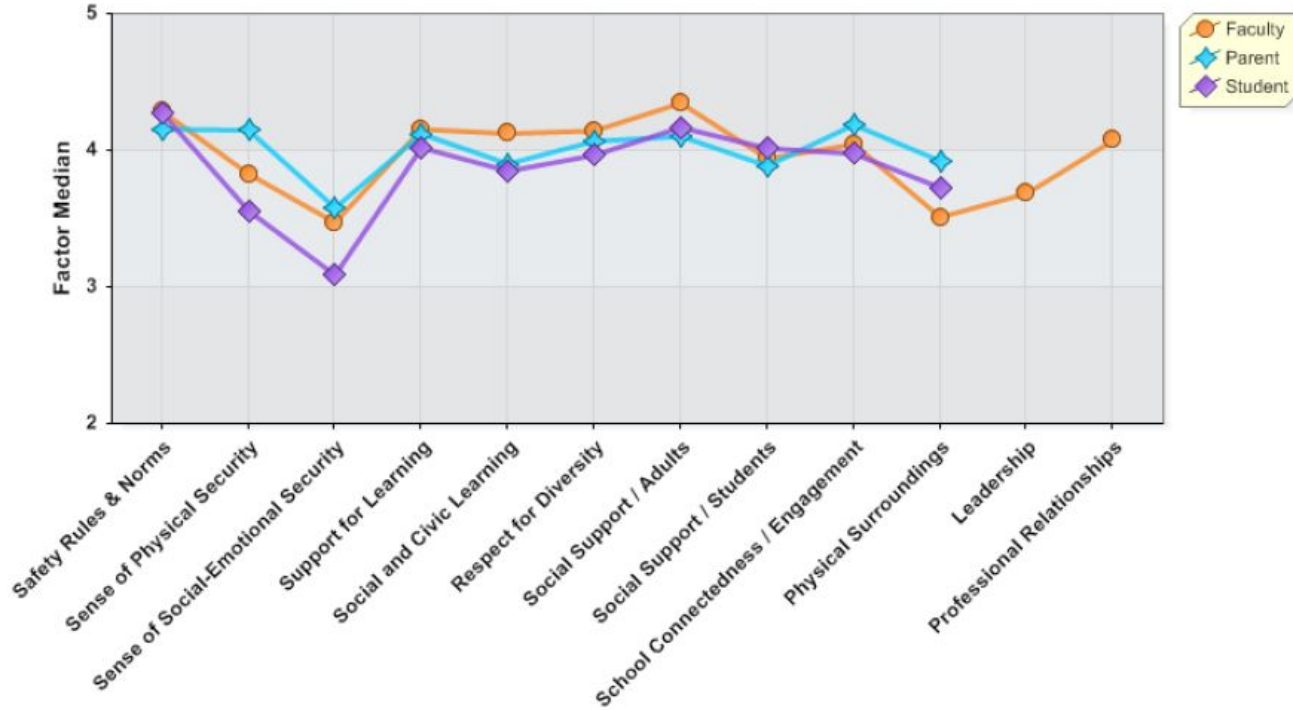
Ed Catmull, *Creativity*





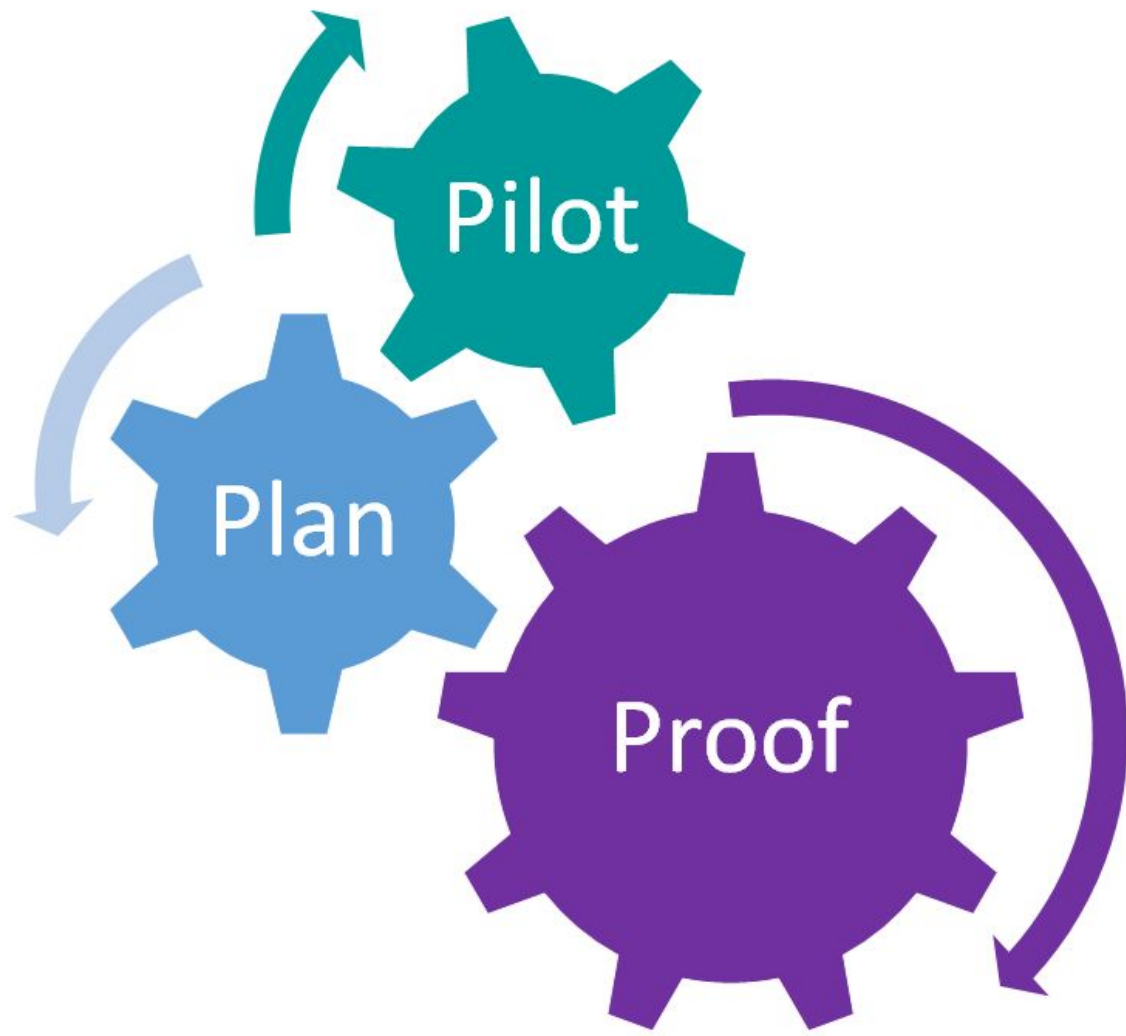


Climate Scores by Population



Every adult in the building must work toward adopting a mindset where he or she believes that with effort, motivation, perseverance, and the right menus of strategies all students can achieve great things.

Growth Mindset in the Classroom, Ricci



Kids do well if they can.



Lives IN THE Balance

Changing the conversation about behaviorally challenging kids
and with



Social
ThinkingGir.com

Results of Pilot

- Positive Movement within their own classrooms
- Students connecting with the material
- Kids Using the language
- Positive parent response
- Connections to play and problem solving because they had the vocabulary to communicate

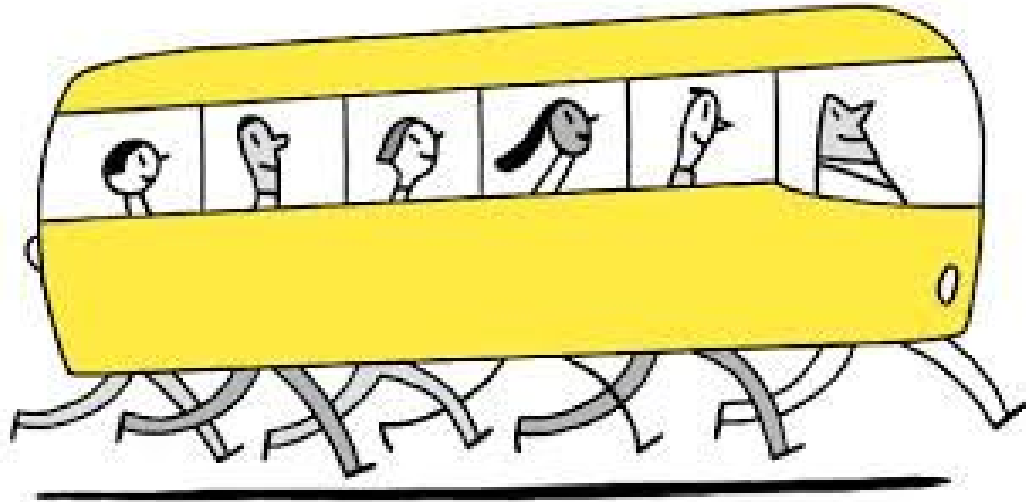
Scaling Up

- Training all staff
- Providing necessary materials
- Developing Curriculum
- Discovering ways to deliver lessons
- Parent connections - missing when we went big
- Inviting Ross Greene to midyear convocation
- Piloting CPS in schools

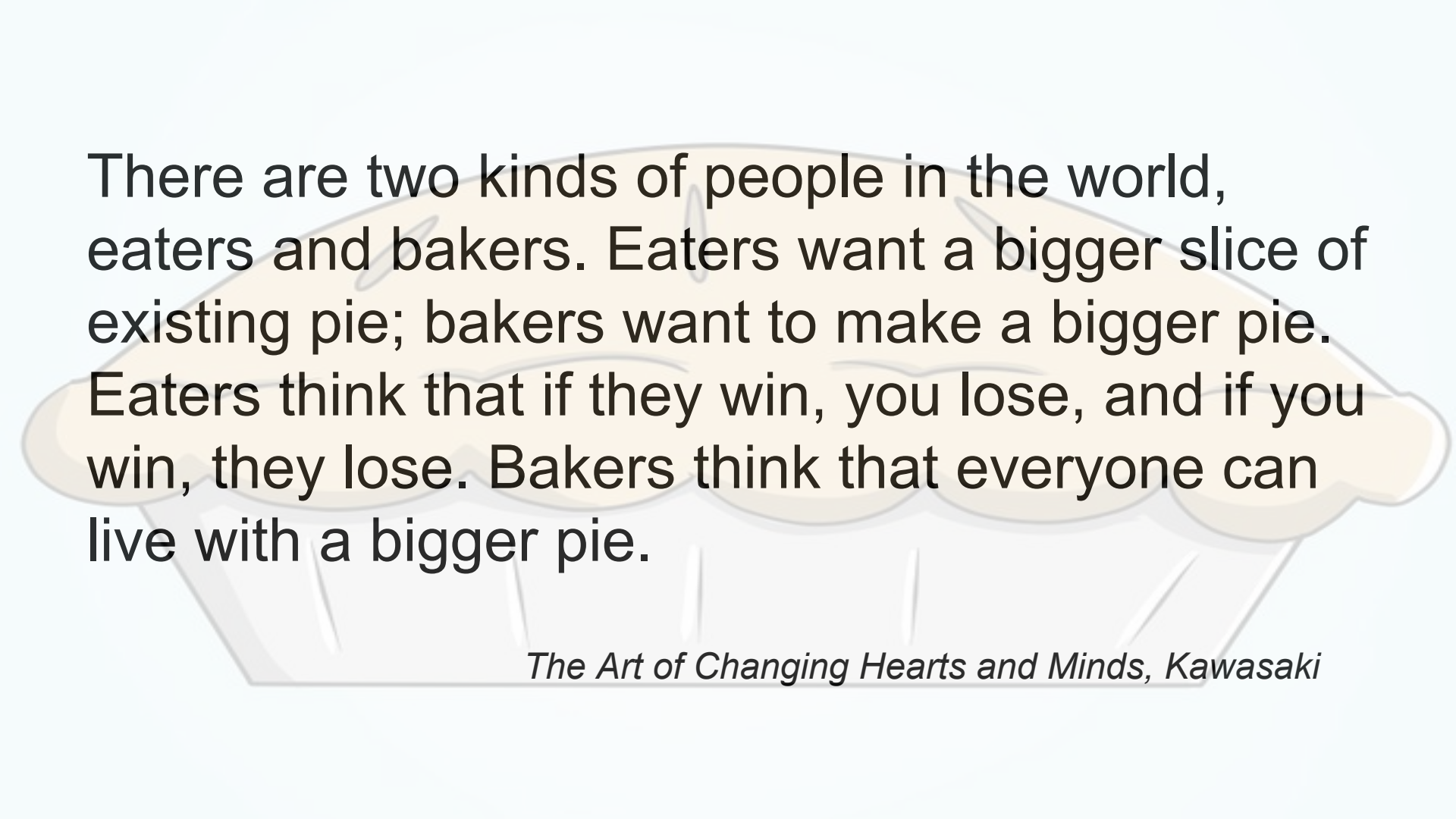
Lessons Learned

- Commitment of All stakeholders
- Fairness Police
- Impact of recess and stoplights
- Mindset First
- Cultivating Teacher Leadership
- Adults as Social Thinkers
- From Consequences to Teaching and Problem Solving
- Parent and Family Support

MOVE YOUR BUS

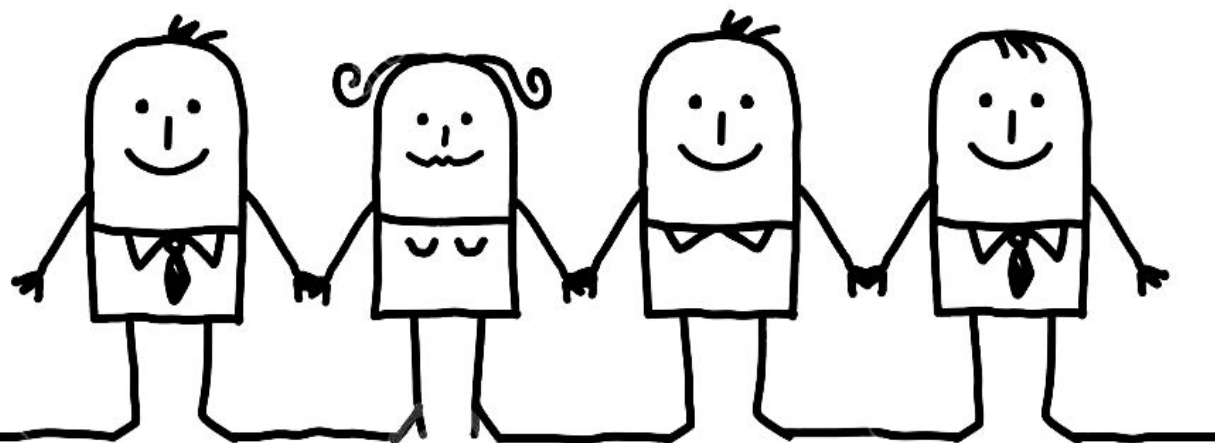


Ron Clark



There are two kinds of people in the world, eaters and bakers. Eaters want a bigger slice of existing pie; bakers want to make a bigger pie. Eaters think that if they win, you lose, and if you win, they lose. Bakers think that everyone can live with a bigger pie.

The Art of Changing Hearts and Minds, Kawasaki



Next Steps

- Helpers Help
- Response to students who need support (in schools and across the district)
- Separate mindset change from Social Emotional Curriculum
- Put it all together

Elementary Matrix

- Share with all constituents
- Seek feedback and revise as needed
- Implement with fidelity
- Review and Revise again

We are confronted with the fierce urgency of now ...
Procrastination is still the thief of time. We must move past
indecision into action ... Shall we say the odds are too
great? Shall we say the struggle is too hard? Or will there be
another message - of longing, of hope, of solidarity with
their yearnings, of commitment to their cause, whatever
the cost? The choice is ours, and though we might prefer it
otherwise, we must choose in this crucial moment of
human history.

Martin Luther King Jr.

Dear Students, Staff, Parents, and Families,

Manchester Public Schools is committed to providing a safe and emotionally secure learning environment for all. Students, Teachers, Administrators and Parents all play a role in ensuring that this occurs for all students.

Administrators, Teachers, and Support Staff are expected to support this goal through the following ***Core Practices for MPS Staff for Positive School Climate & Strong School/Family Partnerships*** :

- Develop and implement a systematic approach to teach and reinforce expected behaviors (specific to developmental levels).
- Ensure equitable, logical, and developmentally appropriate consequences and opportunities for restorative and collaborative practices when behaviors occur that don't meet expectations.
- Teach, model and uphold common expectations for how all members of the school community (adults and students) interact with each other.
- Partner with students to set and achieve high expectations and determine interventions to support all students.
- Develop students' academic and social emotional skills to ensure success.
- Establish classroom environments that are engaging and supportive of the individual needs of all students.

** Aligned with the CT Code of Professional Responsibilities for Teachers and Administrators*

As I indicated in my last communication on school climate and culture, our goal is to implement a consistent approach to teaching and reinforcing expected behaviors across our district while also leaving some flexibility for individual school communities. The Social Emotional Learning curriculum teaches students social problem solving by focusing on self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. Through regular instruction, students learn strategies to improve self regulation, improve their ability to work as part of a group and have the opportunity to reflect on how their behavior impacts others in their learning community. Other strategies designed to strengthen our school communities include whole and small group assemblies, yoga and mindfulness, use of therapy dogs, individual and small group counseling, individualized behavior plans, student safety plans, and individual and group recognitions and celebrations.

We are also seeking to make consistent our response to unexpected behavior. Attached is a document which reflects the expected behaviors of our students and what it might look like when students are struggling to exhibit expected behavior. Our goal is to have students reflect on the impact of their choices on the larger community and find ways to prevent the problem from occurring again. Increasing students self awareness and ownership of their choices is our goal, as this will lead to their developing a proactive rather than reactive response to situations. The teacher and administrator responses are also shared so that parents and families have a clearer picture of how school staff may respond to those behaviors. The responses are not listed in a particular order nor do all responses occur in every situation. As you will note from the grid, our responses to student behavior are based in restorative practices which focus on community building and responding to challenging behavior through authentic dialogue, solving problems collaboratively, and making things right. Examples of restorative practices include re-teaching expected behaviors, repairing harm done to another, circles, and school or community service.

As we implement this new tool we look forward to getting feedback from students, staff, parents, and families and plan to structure multiple opportunities to do so. We appreciate the work of the District Climate Team who put the document together and the parents who attended our spring event and gave feedback on the chart.

Be An Engaged Learner

Student Role: Students are expected to be actively engaged in instruction and follow classroom expectations in order to create the best learning environment for everyone.

Teacher Role: Teachers are expected to support student engagement through the use of best instructional practices. They should have regular communication with families about student progress and support student's development of strategies to ensure success.

Expected behavior	Unexpected behavior	Teacher's Response	Administrator's Response
Participate in classroom learning activities by being actively engaged, asking for help, utilizing strategies and working cooperatively.	Not participating in instructional activities or completing tasks to the best of their abilities.	Review/Reteach expected behavior for the activity Teach social/behavioral skills necessary for success Further define task Differentiate instruction Conference with the student Reinforce positive behaviors Offer/Remind student of self-regulating strategies to stay on task Have student make up incomplete/missing work Modify/alternate task Collect data and identify trends Assign student specific role or job in classroom Conference with parent Lunch or After school work session Consult with PLC or grade level team If Chronic or Significant: Refer to administrator Consult support staff SAT referral Develop student behavior plan	Conference with student and/or parent Conference with student and teacher Observe student Review data with teacher to identify trends Consider the SAT process Involve Pupil Personnel staff to observe/offer suggestions Provide support to implement behavior plan Assign peer or adult mentor Lunch or After school work session

DRAFT 5/31/16

Help maintain a healthy learning environment by following classroom expectations	Being disruptive to the learning of others and not following the rules and routines of the class	Planned ignoring Redirection Use proximity to student Teach social/behavioral skills necessary for success Conference with student Review/Reteach expected behaviors Assign student specific role or job in classroom Conference with parent Reinforce positive behaviors If Chronic or Significant: Develop student behavior plan Refer to SAT Consult with support staff Referral to Administrator	Conference with student and/or parent Supporting teacher and student in Restorative activity Consider the SAT process Review expectations with student and parent Observe student Involve Pupil Personnel staff to observe/offer suggestions Provide support to implement behavior plan Assign peer or adult mentor Support teacher and student in Restorative activity Lunch or after school detention In school suspension
Dress appropriately for school	Wearing clothing that is inappropriate for the school setting	Review Dress Code Visit nurse for more appropriate clothing option Conference with parent Refer to Social Worker/FRC if family has needs around clothing for their children If Chronic or Significant: Refer to administrator	Review Dress Code Conference with student and/or parent
Be a responsible digital citizen and use electronic devices (computers, tablets) appropriately during instructional time to enhance learning.	Using devices at times that distract students or others during learning activities. Accessing websites that are inappropriate or not related to the learning activity.	Review expectation/policies with students individually or as a whole group Teachers will remind students that cell phones should be turned off and kept in backpack Conference with parent If Chronic or Significant: Refer to administrator	Conference with student and/or parent Temporarily limit access if it is a chronic problem

DRAFT 5/31/16

Be Safe and Respectful in our words and actions

Student and Teacher Role: All school community members are responsible for supporting and maintaining a respectful and safe school environment.

Expected Behaviors	Unexpected Behaviors	Teacher's Response	Administrator's Response
Follow adult directions	Refusing to follow adult directions	Restate directions Teach social/emotional skills necessary for success Offer an acceptable alternative Conference with student Conference with parent Design and implement a Restorative activity with the child If Chronic or Significant: Consult with support staff Develop student behavior plan Refer to SAT Refer to administrator	Conference with student and/or parent Conference with student and teacher Consider the SAT process Assign peer or adult mentor Support teacher and student in Restorative activity Lunch or after school detention In school suspension
Be respectful of school and other's property	Going into other people's belongings, taking things that do not belong to the student, destroying property, defacing property	Review of expectations Teach social/emotional skills necessary for success Conference with student Conference with parent Consult with support staff Design and implement a Restorative activity with the child Consider learning environment and classroom set up If Chronic or Significant: Refer to administrator	Conference with student and/or parent Conference with student and teacher Supporting teacher and student in Restorative activity Lunch or after school detention Assign peer or adult mentor In school suspension
Communicate in a respectful	Using disrespectful words with	Model and practice respectful	Conference with student

DRAFT 5/31/16

way	<p>students and/or staff; Teasing, name calling or other mean-spirited behavior</p> <p>Using inappropriate gestures</p>	<p>communication with student</p> <p>Teach emotional/social skills necessary for success</p> <p>Conference with student</p> <p>Conference with parents</p> <p>Consult with support staff</p> <p>Conduct a restorative conference with people that were involved</p> <p>Develop behavior plan</p> <p>Refer to SAT</p> <p>Refer to administrator if chronic or significant</p>	<p>Conference with parent</p> <p>Conduct a restorative conference with people that were involved</p> <p>Classroom observation</p> <p>Mediation</p> <p>Assign peer or adult mentor</p> <p>Lunch or after school detention</p> <p>Alternate recess</p> <p>In School Suspension</p>
Maintain Safe Bus Behavior	<p>Throwing objects, getting out of seat, yelling, inappropriate language, physical contact, eating/drinking</p>	<p>Conference with student</p> <p>Conference with parent</p> <p>Teach student emotional/social skills necessary for success</p> <p>Develop a plan for success, may include activity on bus to engage student</p> <p>If Chronic or Significant: Consult support staff</p> <p>Develop a behavior plan</p> <p>Refer to administrator</p>	<p>Conference with student and/or parent</p> <p>Assigned seat/Bus safety plan</p> <p>Temporarily suspend student from bus</p> <p>Recommend alternate transportation</p>
Use hands, feet and objects safely	<p>Purposeful unkind physical contact with hands, feet or objects (See significant behaviors for serious incidents)</p>	<p>Conference with student</p> <p>Conference with parent</p> <p>Teach student social/emotional skills</p> <p>Give students an alternative way to engage hands/feet in an appropriate manner</p> <p>Separate from others until student is calm</p> <p>Conduct a restorative conference with persons involved</p> <p>If Chronic or Significant: Consult support staff</p> <p>Develop a behavior plan</p> <p>Refer to administrator</p>	<p>Conference with student</p> <p>Conference with parent</p> <p>Provide access to conflict resolution training with support staff</p> <p>Conduct a restorative conference with people involved</p> <p>Lunch or afterschool detention</p> <p>Alternate recess</p> <p>In school suspension</p>

Significant Behaviors:

	Board Policy	Administrator's Responses:
Bullying, harassment, threats, or intimidation (all types)	5131.1, 5013, 5144	<p>If acts of bullying are verified following the investigation, the Safe School Climate Specialist will:</p> <ul style="list-style-type: none"> ● Notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed; ● Invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. This can, with the agreement of both parties, be a joint meeting; ● Develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying. ● Develop a plan to support the growth, development, and change of behavior of the students who committed the verified bullying. This plan may include but is not limited to all of the following: conference with student; conference with parent; counseling; detention; in school suspension; out of school suspension; expulsion; police notification. ● Develop a case-by-case intervention plan to address repeated incidents of bullying against single individual or recurrently perpetrated bullying incidents by the same individual, which may include counseling and discipline. ● Coordinate an investigation with other appropriate district personnel if the bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age or disability).
Physical altercations or assault	5144	<p>Conference with student Conference with parent In school suspension*</p> <p>Mediation Out of School Suspension* Police Notification*</p>
Theft vandalism /destruction of property	5144	<p>Conference with student Conference with parent In school suspension*</p> <p>Out of School Suspension* Police Notification* Restitution*</p>
Illegal substances in school or on school grounds	5144, 6164	<p>Conference with student Conference with parent In school suspension* Out of School Suspension*</p> <p>Police Notification Referral to Substance Abuse Service Recommended Expulsion*</p>
Weapons in school or on school grounds	5144	<p>In school suspension Out of school suspension Superintendent notified</p> <p>Police Notification Recommended Expulsion*</p> <p>Note: Inadvertent possession of pocket knives or pen knives or similar type knives (with one or more blades that fold into the handle with blade(s) less than 4 inches in length) must be immediately reported to a staff member once discovered by the student. The student will then be brought to the building administrator for an informal hearing, and consequences will be applied at the discretion of the administrator.</p>
Smoking in schools or on school grounds	5131.6, 5144	<p>Conference with student Conference with parent Detention</p> <p>Referral to Substance Abuse Service In school suspension*</p>

* Not used in all cases